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ABSTRACT

Compiled to assist advisors at Vincennes University (VU), a two-year college in Indiana, as well as high school counselors and prospective students, this book provides information on placement at VU and entry-level skills needed for success in specific programs, majors, or courses. A brief introduction describes the objectives of the skills guide project and reviews the methods in which the skills were identified and "protected" courses (i.e., courses with pre- and co-requisites for enrollment) were established. The information provided on placement includes a list of basic learning, communication, vocabulary, comprehension, English, and mathematics skills competencies; a placement chart for reading, English, and mathematics based on various placement test scores; and a guide to pre- and co-requisites for protected courses. The bulk of the book consists of descriptions of 73 courses in the departmental areas of social sciences, business, health occupations, public service, humanities, physical education, science and math, and technology. For each course the following information is provided: (1) the course title and catalog number; (2) a brief course summary; (3) minimum requirements, including status as protected or non-protected course and any pre- or co-requisites; (4) recommended high school-level background courses; and (5) detailed entry level skills and abilities in the areas of mathematics, English, reading, thinking, study, and communication skills. (KP)

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GET THE Skills YOU NEED...

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Opening New Doors

JC 940 494

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INTRODUCTION

The information in this book has been compiled to assist VU advisors, high school counselors, and prospective students to identify entry level skills needed for success in specific programs, majors, or courses. Development of the skills book has been made possible by support from a five year Federal Title III Grant. The purpose of the Entry/Exit Project, part of Title III's Activity IV, is to reduce student attrition by insuring that Vincennes University students are prepared for entry into their courses, majors, and programs. The project has three primary objectives:

1. Identify the minimum basic skills required for the successful completion of entry level courses in Vincennes University's programs and majors.

2. Create a skills book which can be used by VU advisors, high school counselors, and prospective students to identify the skills needed for success in specific programs or majors.

3. Establish "Protected Courses" which restrict enrollment in first semester courses until students have completed the developmental requirements as determined by the department of their major.

In order for departments at Vincennes University to identify the minimum basic skills required for successful completion of their entry level courses, each project participant did the following:

1. Identified the minimum reading, writing, math, thinking, communication, and study skills required for successful completion of entry level courses.

2. Considered other skills related to success which might or might not be important for a major or program. Some of these skills include organizational skills, leadership skills, decision making skills, personal management skills, motivation, attitude, self-esteem, speaking skills, flexibility, adaptability, and teaching or learning styles.

3. Conducted extensive textbook evaluation, including readabilities, content analysis, format, and planned applications.

4. Analyzed how student performance is evaluated.

5. Conducted departmental research.

After compiling and analyzing all pertinent information, participating departments determined whether "protected" courses were necessary to insure students the greatest opportunity for success. Officially, Vincennes University established "protected courses" in the fall of 1991. Protected courses have both pre- and co-requisites. Students must complete the designated prerequisites before they can enroll in a protected course. Therefore, protected courses restrict enrollment in entry level courses until students have demonstrated basic skills competencies or have completed the developmental requirements as determined by the department of their major. Since co-requisites and recommended classes are also designated, students have sufficient class hours to maintain full time status.

This project demonstrates Vincennes University's strong commitment to quality education and the development of each student's potential. Through this grant, VU's Developmental Studies Program was strengthened as the faculty initiated steps to insure that the developmental curriculum meets the remedial needs of the students and adequately prepares students for their majors. Furthermore, VU is strengthening the skills of students who are entering courses, programs, and majors which preserves the quality and integrity of its college level courses.

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Information for the User

- This document can be used as a tool to assist Vincennes University advisors with placement and advising and high school counselors as they assist students in developing educational and career plans.

- **Purpose**

  1. Serve as an advising tool for VU advisors.
  2. Serve as a tool for HS counselors in making education plans.
  3. Provide a means for HS counselors, parents, students, and teachers to understand the connection between high school and postsecondary education.
  4. Provide placement information.
  5. Provide specific VU major, program, or course information.

- **Placement Information is provided in three areas:**

  1. The basic skills competencies all students should have in order to be successful in college level classes. Competencies are provided in the areas of learning, communication, reading, English, and math.
  2. Vincennes University Placement Chart – Designates appropriate reading, writing, or math placement for all students with SAT verbal scores of 330 or less, SAT math scores of 350 or less, or equivalent tests. This chart can be used to determine placement based on a variety of tests.
  3. Protected Course Placement Guide – Protected courses have prerequisites and require that students have specified basic skills or complete certain developmental requirements before enrolling in college level courses. This chart can be used to determine which developmental classes must be completed before enrolling in protected courses.

- **Departmental/Course Information is provided in the following areas:**

  1. Course or program description
  2. Protected course prerequisites and co-requisites
  3. Recommended High School level background classes
  4. Necessary entry level math, reading, writing, thinking, study, and communication skills.

College Ready students should possess the following basic skills competencies:

LEARNING SKILLS

1. Identify ways they are responsible for their college experience.
2. Match available resources with potential needs they may have during their college experience.
3. Utilize library resources.
4. Use time management techniques and productive work habits needed to complete college assignments.
5. Use effective self-management techniques for goal-setting, decision making, concentration, and attitude and self-image improvement.
6. Utilize learning techniques to improve memory skills needed in college courses.
7. Use effective strategies to improve textbook reading.
8. Utilize listening strategies.
9. Use notetaking techniques to organize text and lecture notes.
10. Utilize strategies to successfully prepare for tests.
11. Describe and practice ways to manage review time for tests.
12. Demonstrate knowledge of different types of tests: essay, objective, etc.
13. Utilize stress management strategies.

COMMUNICATION

1. Act as both sender and receiver and be responsible for mutual understanding and shared meaning.
2. Recognize the impact of nonverbal elements on communication and relationship.
3. Recognize how all of one's senses may be used as channels of communication.
4. Adjust to the effects of environment on communication (speaking loudly enough to be heard, using concentration to overcome noises beyond their control).
5. Use feedback (verbal, nonverbal, questioning, etc.).
6. Exhibit positive classroom behaviors.
7. Recognize the impact of self-concept on attitudes and behaviors.
8. Manage communication anxiety.
9. Differentiate between aggressive and assertive behavior.
10. Acknowledge the value of articulation and use clear pronunciation.
11. Use basic skills in organizing an effective message.
12. Summarize the main points of written and oral information.
13. Use information and persuasive communication.
14. Develop a speech introduction, body, and conclusion.
15. Locate evidence in the library.
16. Recognize the use of audio/visual materials used to supplement verbal messages.

READING

Vocabulary

1. Notice words and search out meaning.
2. Use a dictionary pronunciation guide.
3. Relate new words to known words.
4. Read often and widely to acquire new words.
5. Have a vocabulary which allows the student to read general publications and college textbooks.

Comprehension

1. Select topic of sentence, paragraph, or paragraphs.
2. Write or select a sentence which expresses the author's main idea.
3. Notice words which signal sequence, comparison, contrast, cause, effect, fact, and opinion.
4. Distinguish fact and authoritative source from opinion.
5. Distinguish the major and minor details.
6. Observe author's tone and characterization for making inferences.
7. Analyze events or actions to assume a conclusion.
8. Recognize how purpose for reading influences reading speed and details.
9. Sustain silent reading for 30-50 minutes.
10. Select given facts from complex or convoluted writing.
11. Read a daily newspaper, a weekly or monthly publication, and novels regularly.
12. Preview task and determine reading action.

ENGLISH

1. Write complete sentences.
2. Recognize sentence fragments.
3. Recognize comma splices.
4. Use sentence variety.
5. Use correct punctuation.
6. Use standard English.
7. Use appropriate word choice.
8. Use appropriate pronouns.
9. Use correct pronoun-antecedent agreement.
10. Use correct subject-verb agreement.
11. Use correct verb inflection.
12. Correctly spell general vocabulary.
13. Write well-organized paragraphs.
14. State a topic sentence.
15. Use examples and illustrations.
16. Use transitions.
17. Use appropriate documentation.
18. Distinguish between plagiarizing and paraphrasing.
19. Paraphrase and write summaries.
20. Use the dictionary.
21. Read, analyze, and respond in written form.

MATHEMATICS

Due to diverse math requirements in various majors, the competencies may deviate in level of difficulty. The students enrolling in SMT 103 Consumer Arithmetic, SMT 105 Applied Math, or SMT 109 Business Math are not required to have a background in algebra. The math placement scores listed will help to determine course requirements.

1. Perform the four basic operations with integers, decimals, and fractions using the correct order of operations both with and without calculators.
2. Translate phrases written in English and equivalent expressions written in symbols using the words sum, difference, product, and quotient.
3. Solve basic percent problems including application problems involving percents.
4. Solve linear equations and inequalities in one variable using the properties of real numbers including applications.
5. Convert from one unit of measure to another, both between and within systems.
6. Find perimeter, area, and volume.
7. Find the sides of a right triangle by using the Pythagorean Theorem.
8. Simplify square roots.
9. Solve formulas for a specified variable.
10. Solve applications involving ratios and proportions.
11. Graph a linear equation and inequality identifying the intercepts and the slope.
12. Perform the four operations with polynomials including squaring a binomial.
13. Use rules of exponents to simplify problems.
14. Factor algebraic expressions with greatest common factors, difference of two squares, and trinomials with leading coefficients other than one.
15. Solve quadratic equations by factoring.
16. Perform the four basic operations with simple rational expressions and write in lowest terms.
17. Understand the difference of a relation and a function including identifying domain and range; decide whether an equation defines a function.
18. Evaluate functional notation.
19. Solve a linear system algebraically and graphically, and interpret the solution in an application.

Vincennes University
Placement Chart

N.D.* Percentile	CPTS* Reading	SAT* Verbal	ACT* English	Inst. DTLS* Reading FORM B	**Reading Placement**
0-20th	0-58	0-280	0-13	0-24	HER 009
21-40th	59-92	290-330	14-15	25-38	HER 011

T.S.W.E.*	CPTS* English	SAT* Verbal	ACT* English	DTLS* Form B Reading	**English Placement**
0-15	0-75	0-280	0-13	0-24	HEW 009
16-44	76-120	290-440	14-20	25-45	HEW 101
		450-590	21-28		HEW 101 alt.
		600+			Adv. Placement

CPTS			SAT* Math	ACT* Math	Inst. DTMS*		**Math Placement**
Arith*	Alg*	Clm*			Arithmetic	Algebra	
0-34	—	—	0-280	0-13	0-13	—	SMA 009
35-63	—	—	290-340	14-16	14-20	—	SMA 011
-64+& 0-31							
64+& 32-39		—	350-390	17-18	—	15-26	SMA 012
—	40-52						
—	53-73	—	400-440	19	—	27-34	SMA 101
—	74+&	0-54	450-540	20-25	—	35-40	SMA 102
—	74+&	55+	550-800	26-36	—	—	SMA 118, 104

*N.D. - Nelson Denny Reading Test
CPTS - Computer Placement Tests
SAT - Scholastic Achievement Test
ACT - American College Testing
Alg - Algebra

DTLS - Descriptive Test of Language Skills
DTMS - Descriptive Test of Math Skills
TSWE - Test of Standard Written English
Arith - Arithmetic
CLM - College Level Math

COURSE PLACEMENT GUIDE – PROTECTED COURSES

1. Prerequisites = These courses must be completed before students will be permitted to enroll in the protected course.

a. Recommended Classes = These courses may be taken concuurently with the developmental course and may be used to complete the students' schedules, as needed.

2. Co-requisites = Students may enroll in these courses concurrently with the protected course.

a. Recommended Classes = These courses may be taken concurrently with the protected course and may be used to complete the students' schedules, as needed.

		PREREQUISITE(S)				CO-REQUISITE(S)			
	Protected Course	Reading Speech	English Study Skills	Math Other	Recommended Classes	Reading Speech	English Study Skills	Math Other	Recommended
Economics	AEC 208 BMM 208 HHH 208	HER 011		SMA 009			HEW 101		HES 105
	AEC 201	HER 011		SMA009			HEW 101	HER 102	HES 105
Education	AED 100	HER 009	HEW 009	SMA 009	AED 200 PPP 210 HMM 117 HES 103 OR 007	HER 011		SMA 011	
World Civ./History	AHI 139	HER 009	HEW 009		HES 103 HES 007 *(a) PPE	HER 102	HEW 101 HEW 102		HES 102 HES 103 HES 007
	AHI 140	HER 009	HEW 009		HES 007 *(a)	HER 102	HEW 101 HEW 102		HES 102 HES 103
	AHI 235	HER 009	HEW 009				HEW 101		HES 103
Politcal Science	APO 112	HER 009	HEW 009			HER 102	HEW 101		HES 102, 103
	APO 201	HER 011	HEW 101		AHI 139 OR AHI 140		HEW 102		APO 111 APO 112 HSS 143
Psychology	APS 142	HER 009 HER 011	HEW 009	SMA 009	HES 103				
Sociology	ASO 151	HER 009				HER 011	HES 103		HER 102
	ASO 153	HER 009	HEW 009	SMA 009	HES 103	HER 011	HEW 101		HES 102
	ASO 240	HER 011	HEW 101				HEW 102		
Data Processing	BDP 110	HER 009	HEW 009	SMA 009	BDP 101 HES 103 ICL 104	HER 011	HEW 101	SMA 011 OR SMA 012	BDP 101 HES 105
Bus. Math	SMT 109 *(e)	HER 009		SMA 009					
Health Information Management	DHR 100 and all other DHR courses	HER 009 HER 011	HEW 009	SMA 009	HES 007 HES 103 SLS 100 (h) PPE		HEW 101	SMT 109 SLS 111/112 SLL 111/112 DHR 110 BDP 110 APS 142 HSS 143 ASO 151	PPE
Surgical Technology	DHS 100 DHS 105	HER 009 HER 011	HEW 009	SMA 009 SMA 011	HES 103 HES 105		HEW 101	DHR 110 SLS 111/112 SLL 111/112	HES 105

* Required for students not having high school biology or poor high school biology grades

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		PREREQUISITE(S)				CO-REQUISITE(S)			
	Protected Course	Reading Speech	English Study Skills	Math Other	Recommended Classes	Reading Speech	English Study Skills	Math Other	Recommended
Respiratory Therapy	DHI 100 and all other DHI Courses	HER 009 HER 011	HEW 009	SMA 009 SMA 011 SMA 012	HSS 009 HSS 103 HES 105 SCM 100 *(f) SCL 100 *(f) SLS 100 *(g) PPE DHR 110		HEW 101	SMA 101	SLS 111 SLL 111 SPH 100 HSS 148 APS 142 APS 202 SLS 112 SLL 112 SCM 101 SCL 101 SLS 210 SLL 210 PPE
Broadcasting	EPB 100 EPB 150 EPB 120 EPB 140 EPB 160 EPB 180 HEW 109 *(b)	HER 009	HEW 009	SMA 009	HSS 009 &/or HES 103 &/or HES 007				
Art	HAH 109 HAH 110	HER 009			HSS 009 HES 103				HES 105
	HAH 130	HER 011	HEW 009		HSS 009 HES 103		HEW 101		HES 105
	HAH 111			SMA 009	HSS 009 *(C) HES 103 *(C)			SMA 011	
	HAH 116								
English	HEW 101 *(d)	HER 009	HEW 009		HSS 009				
Home Economics	HHH 101	HER 009	HEW 009	SMA 009	HHH 100 HHH 115 HHH 215 HHH 220 HAH 116 HES 103 BDP 101 TDA 105 PPE	HER 011	HEW 101		HAH 111 HAH 116 HHH 100 HHH 115 HHH 215 HHH 220 HES 102 HES 103 HES 105 BDP 101 TDA 105 APS 142 HER 102 PPE
	HHH 156	HER 009	HEW 009		HHH 100 HHH 115 HHH 215 HHH 220 HHH 130 HAH 104 HAH 111 HAH 116 HAH 167 HES 103 BDP 101 PPE	HER 011	HEW 101		HHH 100 HHH 115 HHH 215 HHH 220 HHH 130 HAH 104 HAH 111 HAH 116 HES 102 HES 103 HES 105 BDP 101 APS 142 HER 102 PPE
	HHH 206	HER 009	HEW 009	SMA 009	HHH 100 HHH 115 HHH 215 HHH 220 HES 103 BDP 101 PPE	HER 011	HEW 101		HHH 100 HHH 115 HHH 215 HHH 220 HAH 111 HES 102 HES 103 HES 105 BDP 101 PPE

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		PREREQUISITE(S)				CO-REQUISITE(S)			
	Protected Course	Reading Speech	English Study Skills	Math Other	Recommended Classes	Reading Speech	English Study Skills	Math Other	Recommended
Home Economics	HHH 210	HER 009	HEW 009		HHH 100 HHH 115 HHH 220 HHH 130 HHH 215 HAH 104 HAH 111 HAH 167 HES 103 BDP 101 PPE	HER 011	HEW 101		HHH 100 HHH 115 HHH 215 HHH 220 HHH 130 HAH 104 HAH 111 HAH 167 HES 102 HES 103 HES 105 BDP 101 APS 142 HER 102 PPE
	HHH 230	HER 009	HEW 009		HHH 100 HHH 115 HHH 215 HHH 220 HHH 130 HAH 104 HES 103 BDP 101 HMM 117 PPP 210 PPE	HER 011	HEW 101		HHH 100 HHH 115 HHH 215 HHH 220 HHH 130 HAH 104 HES 103 HES 105 BDP 101 HMM 117 PPP 210 APS 142 HER 102 PPE
Speech	HSS 140 HSS 143	HER 009 HSS 009	HEW 009		HES 007 HES 103				
	HSS 148	HER 009 HSS 009	HEW 009		HES 007 HES 103	HER 011	HEW 101		
	HSS 146 HSS 203 HSS 245	HER 009	HEW 009		HSS 100 HES 103 SMA 009 SMA 011	HER 011	HEW 101		
	HSS 201 HSS 202 HSS 250	HER 009	HEW 009		HES 103 SMA 009 SMA 011 HAH 110	HER 011	HEW 101		
Physical Education	PPP 208	HER 011	HEW 009		HSS 009 HES 103 HES 007 SLS/SLL 111				SLS/SLL 111 & consent or instructor
Chemistry	SCM 100	HER 009		SMA 009		HER 011		SMA 011	
	SCM 103	HER 009		SMA 011		HER 011		SMA 012	
	SCM 105	HER 011		SMA 101 (or appropriate Math score)				SMA 102 (SMA 101 may be taken concurrent only if student has taken SCM 103)	
Earth Science	SES 100	HER 009	HEW 009	SMA 009	SMA 011 HES 103 PPE	HER 011	HEW 101		SMA 011 HES 105
	SES 115	HER 009 HER 011	HEW 009	SMA 009 SMA 011	HES 103 SMA 012		HEW 101	SMA 012	

		PREREQUISITE(S)				CO-REQUISITE(S)			
	Protected Course	Reading Speech	English Study Skills	Math Other	Recommended Classes	Reading Speech	English Study Skills	Math Other	Recommended
Biology	SLS 100	HER 009	HEW 009 HES 103 *(g)		PPE	HER 011 HER 102	HEW 101		SMA 101
	SLS 101	HER 009	HEW 009	SMA 009	HES 103 PPE	HER 011	HEW 101 HES 105		SMA 011
Life Science	SLS/SLL 111 *(h)	HER 011		SMA 011	SLS 100 HSS 009 HES 103 HES 007 APO 111 PE BDP 101 ICL 104		HEW 101	SMA 012	DHR 110
	SLS/SLL 105 *(h)	HER 011		SMA 012 SCM 103 SCL 103	SLS 101 HSS 009 HES 103 HES 007 APO 111 PE BDP 101 ICL 104		HEW 101	SMA 101 SCM 105 SCL 105	
Physics	SPH 101	HER 009	HEW 009	SMA 012	HSS 009 HEW 103 PE SNG 105			SMA 101 or higher	SNG 105
	SPH 104	HER 009	HEW 009	SMA 012	HSS 009 HES 103 PE SNG 105			SMA 101	SNG 105
Agriculture	SAG 101 SAG 103 SAG 104 SAG 106 SAG 201 SAG 203 SAG 206	HER 009	HEW 009	SMA 009 SMA 011	HES 103 HER 011	HER 011	HEW 101	SMA 012	HES 103
Aviation Flight	TAF 100 TAF 105	HER 009	HEW 009	SMA 011	HSS 009 HES 103, 007 PPE	HER 011	HEW 101	SMA 012	
Drafting	TDA 110 TDA 140	HER 009	HEW 009	SMA 009	TDA 105 HSS 009 HES 103, 007	HER 011	HEW 101	SMA 011 or SMT 105	HES 103 HES 105
	TDI 110 TDI 140	HER 009	HEW 009	SMA 009	TDI 105 HSS 009 HES 103, 007	HER 011	HEW 101	SMA 011 or SMT 105	HES 103 HES 105
Electronics	TEL 110	HER 009	HEW 009	SMA 011	HES 103 TEL 100 PPE	HER 011	HEW 101	SMA 012 or higher	SMA 011 (if "C" or higher in TEL 100) HES 105
Laser and Electro-Optics	TLO 130	HER 009	HEW 009	SMA 011	TEL 100 HES 103 PPE	HER 011		SMA 012 or higher	TEL 110 TEL 130 TLO 140
	TLO 140	HER 009	HEW 009	SMA 011	HES 103 PPE TEL 100	HER 011		SMA 012 or higher	TEL 110 TEL 130 TLO 130

NOTES:
*(a) Suggested course as prerequisite given student need and skill level
*(b) Broadcasting majors ONLY
*(c) HES 103 & HSS 009 recommended for any student taking HAH 111 or 116 with SAT V & M below 280
*(d) Students must have a **C** or better in HEW 009 before taking HEW 101
*(e) For all Math classes, check catalog for prerequisites
*(f) Required for students not having H.S. Chemistry OR poor H.S. Chemistry grades
*(g) Required for students not having H.S. Biology OR poor H.S. Biology grades
*(h) SLS/SLL must be taken together

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SOCIAL SCIENCE DIVISION
MICROECONOMICS, AEC 201
(Class offered fall and spring semesters)

COURSE SUMMARY

A descriptive and analytical study of the market economy, including market structures, pricing, and distribution and determination of wealth and income. 3 lecture hours

MINIMUM REQUIREMENTS:

Protected Course: AEC 201, Microeconomics

Pre-Requisite:

HER 011, Reading Techniques*
SMA 009, Arithmetic*

Co-Requisites:

HEW 101, English Composition I
HER 102, Reading in the Content Area,* recommended

Recommended High School Level Background Courses:

Economics

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.
The Economics Department has identified the following as skills the students need to have developed prior to enrolling in AEC 201 Microeconomics.

Math
1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Use basic arithmetic calculators
6. Use a ruler
7. Use standard operations with signed numbers
8. Use scientific notation
9. Understand ratios
10. Solve problems involving ratio and proportion
11. Understand and use the concepts probability

English
1. Write clear, complete sentences
2. Correctly use basic punctuation (commas, periods, etc.)
3. Correctly spell general vocabulary
4. Correctly spell career-related vocabulary
5. Use standard English
    a. Use appropriate word choice

b. Use pronouns correctly
c. Use verbs correctly
6. Recognize and avoid sentence fragments
7. Recognize and avoid comma splices and run-on sentences
8. Develop and support an idea in written form
9. Write a well-organized paragraph
10. Write a well-organized essay or other multi-paragraph paper
11. Write timed, in-class essays or reports
12. Write an essay examination

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draw inferences and conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within a text
7. Read and interpret schematics
8. Differentiate between fact and opinion
9. Read and interpret graphics
10. Read at variable rates as determined by text requirements
11. Read and follow directions
12. Read critically, evaluating worth of ideas and opinions
13. Recognize paragraph structure such as cause and effect
14. Use a dictionary or similar reference
15. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions

Study Skills/Communication Skills

1. Use effective textbook study techniques
   a. Understand textbook organization
   b. Able to use SQ3R (survey, question, read, record, review)
2. Take competent notes from
   a. Lecture/discussion
   b. Textbook
   c. Other (AV materials)
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points and supporting details)
4. Study for and take tests in the following formats
   a. Objective
   b. Completion
   c. Short answer
   d. Essay
   e. Problem Solving
5. Use effective time-management techniques
6. Use effective self-management techniques (goal-setting, decision-making, attitude, self-image)

7. Use effective listening techniques
8. Use and locate campus resources
9. Use effective memory and concentration techniques
10. Able to communicate with instructor and other students
11. Ask questions appropriate to the discussion

PERSONAL FINANCIAL MANAGEMENT (AEC, BMM, HHH 208)
(Class offered fall and spring semesters)

COURSE SUMMARY

A study of the financial concerns of individuals and families. Included are family budgeting, insurance decisions, estate planning, installment buying, investment planning, and tax problems. 3 lecture hours

MINIMUM REQUIREMENTS

Protected Course: AEC, BMM, HHH 208, Personal Financial Management

Pre-Requisite:

HER 011, Reading Techniques*
SMA 009, Arithmetic*

Co-Requisite:

HEW 101, English Composition I

Recommended High School Level Background Courses:

Business Math
Consumer Economics

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.
The Economics Department has identified the following as skills the students need to have developed prior to enrolling in AEC, BMM, and HHH 208 Personal Financial Management.

Math

1. Use standard operations (addition, subtraction, multiplication, division)
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Solve word problems using standard arithmetic operations
6. Use basic arithmetic calculators
7. Understand ratios

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary
5. Correctly spell career-related vocabulary
6. Use standard English
   a. Use appropriate word choice
   b. Use pronouns correctly
   c. Use verbs correctly

7. Recognize and avoid sentence fragments
8. Recognize and avoid comma splices and run-on sentences
9. Develop and support an idea in written form
10. Write a well-organized paragraph
11. Write a well-organized essay or other multi-paragraph paper
12. Write and correctly document a research paper
13. Write a business letter
14. Write timed, in-class essays or reports
15. Write an essay examination
16. Use the library for general research

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draw inferences or conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within a text
7. Read and interpret schematics
8. Differentiate between fact and opinion
9. Read at variable rates as determined by text requirements
10. Read and follow directions
11. Read critically, evaluating worth of ideas and opinions
12. Recognize paragraph structure such as cause and effect
13. Use dictionary or similar reference
14. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques
    a. Understand textbook organization
    b. Able to use SQ3R (survey, question, read, record, review)
2. Take competent notes from
    a. Lecture/discussion
    b. Textbook
    c. Other (AV materials)
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details)
4. Study for and take tests in the following formats
    a. Objective tests
    b. Fill in the blank
    c. Short answer
    d. Essay
    e. Problem solving (e.g. math)
5. Use effective time-management techniques
6. Use effective self-management techniques (goal-setting, decision making, attitude, self-image)

7. Use effective listening techniques
8. Use and locate campus resources
9. Use effective memory and concentration techniques
10. Locate reference materials in the library
11. Able to communicate with instructor and other students
12. Ask questions appropriate to the discussion

INITIAL EXPERIENCES IN EDUCATION, AED 100
(Class offered fall and spring semesters)

COURSE SUMMARY

Initial Experiences in Education offers students a chance to assess themselves as potential teachers, as well as a chance to assess the realities of the profession. Students are expected to assist their supervising teachers in several different capacities — instruction, assessment, management, motivation, planning, clerical work, and preparation, to name a few. At the same time, students are expected to engage in serious reflection on their strengths and weaknesses, the demands of the teacher, and subtle but important personality traits such as charisma and leadership. At the university, students are required to maintain a journal, make regular entries in their logs, and create 10 different lesson plans. A great amount of technical vocabulary is introduced and tested on regular exams.

Protected Course: AED 100, Initial Experiences in Education

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic
AED 200, Introduction to Classroom Computing, recommended
Physical Education for the Elementary School, recommended
HMM 117, Fundamentals of Music, recommended
HES 103, Study Skills, recommended
HES 007, Developmental Spelling*

Co-Requisites:

HER 011, Reading Techniques*
SMA 011, Pre Algebra*

Recommended High School Level Background Courses:

English - 4 years
Speech - 4 years
Cadet Teaching

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Solve word problems using standard arithmetic operations
6. Use basic arithmetic calculators

7. Use a ruler
8. Use standard operations with signed numbers
9. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
10. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
11. Measure objects using English and metric units
12. Make conversions between measurement systems
13. Understand ratios
14. Solve problems involving ratio and proportion
15. Interpret charts, graphs, or tables (interpolation, extrapolation, calculation of slopes, etc.)
16. Estimate answer prior to using calculator
17. Recognize Roman Numerals

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary
5. Correctly spell career related vocabulary
6. Use standard English
   a. Use appropriate word choice
   b. Use pronouns correctly
   c. Use verbs correctly
7. Recognize and avoid sentence fragments
8. Recognize and avoid comma splices and run-on sentences
9. Develop and support an idea in written form
10. Write a well-organized paragraph
11. Write a well-organized essay or other multi-paragraph paper
12. Write timed, in-class essays or reports
13. Write an essay examination
14. Use the library for general research
15. Use the library for specialized research in your area

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draw inferences or conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within a text.
7. Read and interpret schematics
8. Differentiate between fact and opinion
9. Read and interpret graphics
10. Read at variable rates as determined by text requirements
11. Read and follow directions
12. Read critically, evaluating worth of ideas and opinions
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system

10. Identify cause/effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communications Skills

1. Use effective textbook study techniques
   a. Understand textbook organization
   b. Able to use SQ3R (survey, question, read, record, review)
2. Take competent notes from:
   a. Lecture/discussion
   b. Textbook
   c. Other (AV materials, labs, etc.)
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details)
4. Study for and take tests in the following formats
   a. Objective-true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answer
   d. Essay
   e. Problem solving (e.g. math)
   f. Laboratory performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques (goal setting, decision making, attitude, self-image)
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference materials in the library
12. Familiar with career planning/resources
13. Able to communicate with instructor and other students
14. Ask questions appropriate to the discussion

HISTORY I & II, AHI 139 & 140

COURSE SUMMARY:

AHI 139 - The American History I course is designed to cover the major components and themes that have shaped American character from the pre-Columbian era to the end of the Civil War. The course is presented as a self contained unit and assumes little preknowledge in the content area.

AHI 140 - This American History II course explores the impact of the people, places, and events which shape American culture from the end of the Civil War to the Bush administration. The course is presented as a self contained unit and assumes little preknowledge in the content area.

MINIMUM REQUIREMENTS:

Protected Course: AHI 139 & AHI 140, American History I & II

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HES 007, Developmental Spelling, recommended*
HES 103, Study Skills, recommended*

Co-Requisites Recommended:

HER 102, Reading in the Content Area
HEW 101, English Composition I

OR
HEW 102, English Composition II
HES 103, Study Skills, recommended
HES 102, Spelling Improvement, recommended

Recommended High School Level Background Course:

English
Algebra
Speech
American History
American Government
Foreign Language

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

To encourage success in the History program, students should possess a solid foundation in Math, English, Reading, Communication Skills, Study Skills, and American History.
The following skills are considered essential for success prior to enrolling in AHI 139 & AHI 140.

1. Write complete sentences
2. Demonstrate sentence variety
3. Use correct punctuation and spelling
4. Use standard English and correct grammar
5. Develop an idea in written form
6. Write a well-organized paragraph
7. Write essays or multiple paragraph papers
8. Write and document a research paper
9. Write in-class essays
10. Complete essay examinations
11. Conduct library research, both general and specific

Reading

1. Understand a specialized vocabulary
2. Recognize the main and supportive ideas
3. Make inferences and draw conclusions
4. Read the textbook
5. Comprehend and summarize the material read
6. Locate information in the textbook
7. Differentiate facts and opinions
8. Read and interpret graphics
9. Read at variable rates determined by the text
10. Read and follow directions
11. Demonstrate critical reading
12. Recognize cause and effect
13. Use the dictionary and other references
14. Recognize textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential directions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate points
6. Distinguish observations, inferences, and judgments
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of systems
10. Identify cause and effect relationships

11. Make decisions and follow a planned course of action
12. Analyze problems, investigate, and evaluate solutions

Study and Communication Skills

1. Use effective textbook study techniques (e.g., SQ3R)
2. Take competent notes from lectures/discussions, textbook, and other instructional materials
3. Understand and use effective organizational skills
4. Study for and complete:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay
5. Know test-wiseness techniques
6. Use time management
7. Understand self-management (goals, decisions, attitude, self-concept)
8. Listen effectively
9. Use campus resources
10. Develop memory and concentration
11. Locate reference materials in the library
12. Communicate with students and the instructor
13. Ask questions appropriate to the discussion.

Math

1. Conduct standard operations
2. Interpret percentages
3. Use a calculator and a ruler
4. Recognize geometric figures
5. Understand ratios
6. Understand basic concepts of statistical analysis
7. Interpret charts, graphs, or tables

AMERICAN NATIONAL GOVERNMENT, APO 111
(Class offered fall and spring semesters)

COURSE SUMMARY

APO 111 - The American National Government course has been designed as the primary entry level course in the Political Science program. The course presents material on the origin, structure, and function of the American political system. It evaluates the relationship between state and federal systems, the process of legislative interaction, and the impact of the judicial system upon American life-styles. A central focus of the course is the development of individual political philosophies and their impact upon basic political ideologies.

MINIMUM REQUIREMENTS

Non-Protected Course - APO 111, American National Government

Pre-Requisite

None

CO-REQUISITES:

HEW 009, Fundamentals of Writing*
HER 009, Fundamentals of Reading*
HES 103, Study Skills (Recommended)*
HES 102, Spelling (Recommended)*

Recommended High School Level Background Courses:

English
Speech
Study Skills
American History
American Government
Civics

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center. Prior to enrolling in APO 111, students should have mastered the following skills:

English
1. Write complete sentences
2. Demonstrate sentence variety
3. Use correct punctuation and spelling
4. Use standard English and correct grammar
5. Develop an idea in written form
6. Write a well-organized paragraph
7. Write essays or multiple paragraph papers
8. Write and document a research paper
9. Write in-class essays
10. Complete essay examinations
11. Conduct library research, both general and specific

Reading
1. Understand a specialized vocabulary
2. Recognize the main and supportive ideas
3. Make inferences and draw conclusions
4. Read the textbook
5. Comprehend and summarize the material read
6. Locate information in the textbook
7. Differentiate facts and opinions
8. Read and interpret graphics
9. Read at variable rates determined by the text
10. Read and follow directions
11. Demonstrate critical reading
12. Recognize cause and effect
13. Use the dictionary and other references
14. Recognize textbook content sequence

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential directions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate points
6. Distinguish observations, inferences, and judgments
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of systems
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze problems, investigate, and evaluate solutions

Study and Communication Skills
1. Use effective textbook study techniques (e.g., SQ3R)
2. Take competent notes from lectures/discussions, textbook, and other instructional materials
3. Understand and use effective organizational skills

4. Study for and take tests in the following formats:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay
5. Know test-wiseness techniques
6. Use time management
7. Understand self-management (goals, decisions, attitude, self-concept)
8. Listen effectively
9. Use campus resources
10. Develop memory and concentration
11. Locate reference materials in the library
12. Communicate with students and the instructor
13. Ask questions appropriate to the discussion

Math

1. Conduct standard operations
2. Interpret percentages
3. Use a calculator and a ruler
4. Recognize geometric figures
5. Understand ratios
6. Understand basic concepts of statistical analysis
7. Interpret charts, graphs, or tables

STATE AND LOCAL GOVERNMENT, APO 112

(Class offered fall and spring semesters)

COURSE SUMMARY:

APO 112 - The State and Local Government course is designed as the entry level course in the Political Science program. It provides basic perspectives on the operation of a variety of state and local governments, simulated urban environments, political party organization and philosophy, the interaction between federal and regional governments, and general perspectives on the various grass roots political ideologies.

MINIMUM REQUIREMENTS:

Protected Course: State and Local Government, APO 112

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*

Co-Requisites:

HER 102, Reading in the Content Area
HEW 101, English Composition I
HES 102, Spelling, recommended
HES 103, Study Skills, recommended

Recommended High School Level Background Course:

English
Speech
Study Skills
American History
American Government

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A solid foundation in Math, English, Reading, Study Skills, American History, and Civics (American Government) will be the cornerstone for success in the State and Local Government course.
Prior to enrolling in APO 112, students should have mastered the following skills:

English

1. Write complete sentences
2. Demonstrate sentence variety
3. Use correct punctuation and spelling
4. Use standard English and correct grammar
5. Develop an idea in written form
6. Write a well organized paragraph
7. Write essays or multiple paragraph papers
8. Write and document a research paper
9. Write in-class essays
10. Complete essay examinations
11. Conduct library research, both general and specific

Reading

1. Understand a specialized vocabulary
2. Recognize the main and supportive ideas
3. Make inferences and draw conclusions
4. Read the textbook
5. Comprehend and summarize the material read
6. Locate information in the textbook
7. Differentiate facts and opinions
8. Read and interpret graphics
9. Read at variable rates determined by the text
10. Read and follow directions
11. Demonstrate critical reading
12. Recognize cause and effect
13. Use the dictionary and other references
14. Recognize textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential directions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate points
6. Distinguish observations, inferences, and judgments
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of systems
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze problems, investigate, and evaluate solutions

Study and Communication Skills

1. Use effective textbook study techniques (e.g., SQ3R)
2. Take competent notes from lectures/discussions, textbook, and other instructional materials
3. Understand and use effective organizational skills
4. Study for and take tests in the following formats:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay

5. Know test-wiseness techniques
6. Use time management
7. Understand self-management (goals, decisions, attitude, self-concept)
8. Listen effectively
9. Use campus resources
10. Develop memory and concentration
11. Locate reference materials in the library
12. Communicate with students and the instructor
13. Ask questions appropriate to the discussion.

Math

1. Conduct standard operations
2. Interpret percentages
3. Use a calculator and a ruler
4. Recognize geometric figures
5. Understand ratios
6. Understand basic concepts of statistical analysis
7. Interpret charts, graphs, or tables

INTRODUCTION TO POLITICAL SCIENCE, APO 201

(Class offered fall and spring semesters)

COURSE SUMMARY

The Introduction to Political Science course was organized as a mid-level course in the political science, public administration, and pre-law curricula. It emphasizes the beginnings of modern political philosophy as it develops from the Greaco-Roman tradition. Designed around the writings of the great political philosophers, it focuses on the trends which lead to the major modern political perspectives and their possible evolutions in the future.

MINIMUM REQUIREMENTS

Protected Course: APO 201, Introduction to Political Science

Pre-Requisite:

HER 011, Reading Techniques*
HEW 101, English Composition I
AHI 139, History I or AHI 140 History II, recommended

Co-Requisites:

HEW 102, English Composition II
HSS 143, Speech, recommended
APO 111, American National Government, recommended
APO 112, State & Local Government, recommended

Recommended High School Level Background Courses:

English
Algebra
American History
World Geography
American Government
Foreign Language

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

For students to be successful in the Political Science courses, the students should possess a solid information and comprehension base in Reading, English, Composition, Foreign Language, Study Skills, American History, and World Geography.

The following skills are considered essential for success prior to enrolling in APO 201, Introduction to Political Science:

English

1. Write complete sentences
2. Demonstrate sentence variety
3. Use correct punctuation and spelling
4. Use standard English and correct grammar
5. Develop an idea in written form
6. Write a well-organized paragraph
7. Write essays or multiple paragraph papers
8. Write and document a research paper
9. Write in-class essays
10. Complete essay examinations
11. Conduct library research, both general and specific

Reading

1. Understand a specialized vocabulary
2. Recognize the main and supportive ideas
3. Make inferences and draw conclusions
4. Read the textbook
5. Comprehend and summarize the material read
6. Locate information in the textbook
7. Differentiate facts and opinions
8. Read and interpret graphics
9. Read at variable rates determined by the text
10. Read and follow directions
11. Demonstrate critical reading
12. Recognize cause and effect
13. Use the dictionary and other references
14. Recognize textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential direction
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate points
6. Distinguish observations, inferences, and judgements
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of systems
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze problems, investigate, and evaluate solutions.

Study and Communication Skills

1. Use effective textbook study techniques (e.g., SQ3R)
2. Take competent notes from lectures/discussions, textbook, and other instructional materials
3. Understand and use effective organizational skills
4. Study for and complete:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay
5. Know test-wiseness techniques
6. Use time-management techniques
7. Understand self-management (goals, decisions, attitude, self-concept)
8. Listen effectively

9. Use campus resources
10. Develop memory and concentration
11. Communicate with students and the instructor
12. Ask questions appropriate to the discussion

Math
1. Conduct standard operations
2. Interpret percentages
3. Use a calculator and a ruler
4. Recognize geometric figures
5. Understand ratios
6. Understand basic concepts of statistical analysis
7. Interpret charts, graphs, or tables.

GENERAL PSYCHOLOGY, APS 142

(Class offered fall, spring, and summer semesters)

COURSE DESCRIPTION

Psychology is the study of behavior and mental processes. The course is designed to investigate the following topics as they relate to psychology: research methods, theoretical perspectives, biological psychology, states of consciousness, learning, memory, personality, and mental disorders.

MINIMUM REQUIREMENTS:

Protected Course: APS 142, General Psychology

Pre-Requisite: All 009 or 011 courses are required pre-requisites

HER 009, Fundamentals of Reading*
HER 011, Reading Techniques
HEW 009, Fundamentals of Writing
SMA 009, Arithemetic
SMA 011 Pre-Algebra

Co-Requisites:

HER 011, Reading Techniques*
HER 102, Reading in the Content Area*, recommended

Recommended High School Level Background Courses:

English*
Beginning Algebra*
Foreign Language*
Speech*

*All pre-requisites are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

The Psychology Department has identified the following skills that students need to have to be successful in General Psychology.

Math

1. Standard Operations (use addition, subtraction, multiplication, division)
2. Calculate percentages
3. Use basic arithmetic calculators
4. Interpret charts, graphs, or tables

Reading

1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. The ability to read and follow directions
4. Understand specialized vocabulary
5. Recognize main and supportive ideas
6. Draw inferences or conclusions
7. Recognize paragraph structure such as cause and effect
8. Recognize the texibook content sequence
9. Differentiate between fact and opinion
10. Read and interpret graphs, charts, and diagrams
11. Critically evaluating ideas, opnions
12. Use dictionary and references

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences
8. Make observations and draw inferences
9. Analyze and describe parts of an object or system
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze problems, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques
2. Take competent notes
3. Study for and take tests in all formats (short answer, multiple choice, essay, etc.)
4. Understand and use effective organization skills
5. Use effective time management techniques
6. Use effective listening techniques
7. Use effective memory and concentration techniques
8. Locate materials in the library
9. Communicate with instructor and others
10. Ask appropriate questions

English

1. Write clear, complete sentences
2. Use standard English with correct punctuation and spelling
3. Write well organized essays, reports, and essay examinations
4. Use the library research
5. Write and document a research paper

(Class offered spring and fall semesters)

MINIMUM REQUIREMENTS:

Protected Course: ASO 151, Priciples of Sociology

Pre-Requisite:

HER 009, Fundamentals of Reading*

Co-Requisites:

HER 011, Reading Techniques*
HER 102, Reading in the Content Area*, recommended

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.
Students should possess the following skills prior to enrolling in ASO 151, Principles of Sociology:

English
1. Write complete sentences
2. Demonstrate sentence variety
3. Use correct punctuation and spelling
4. Use standard English and correct grammar
5. Develop an idea in written form
6. Write a well-organized paragraph
7. Write essays or multiple paragraph papers
8. Write and document a research paper
9. Write in-class essays
10. Complete essay examinations
11. Conduct library research, both general and specific

Reading
1. Understand a specialized vocabulary
2. Recognize the main and supportive ideas
3. Make inferences and draw conclusions
4. Read the textbook
5. Comprehend and summarize the material read
6. Location information in the textbook
7. Differentiate facts and opinions
8. Read and interpret graphics
9. Read at variable rates determined by the text
10. Read and follow directions
11. Demonstrate critical reading
12. Recognize cause and effect
13. Use the dictionary and other references
14. Recognize textbook content sequence

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential directions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases

5. Think of examples to illustrate points
6. Distinguish observations, inferences, and judgements
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of systems
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze problems, investigate, and evaluate solutions.

Study and Communication Skills

1. Use effective textbook study techniques (e.g., SQ3R) Able to use SQ3R (survey, question, read, record, review)
2. Take competent notes form lectures/discussions, textbook, and other instructional materials
3. Understand and use effective organizational skills
4. Study for and complete:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay
5. Know test-wiseness techniques
6. Use time management
7. Understand self-management (goals, decisions, attitude, self-concept)
8. Listen effectively
9. Use campus resources
10. Develop memory and concentration
11. Locate reference materials in the library
12. Communicate with students and the instructor
13. Ask questions appropriate to the discussion.

Math

1. Conduct standard operations
2. Interpret percentages
3. Use a calculator and a ruler
4. Recognize geometric figures
5. Understand ratios
6. Understand basic concepts of statistical analysis
7. Interpret charts, graphs, or tables.

INTRODUCTION TO SOCIAL WORK, ASO 153

(Course offered fall and spring semesters)

COURSE SUMMARY

An introduction to the field of social work, the functions performed by the professional social workers, and opportunities in the field. Lecture class.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HES 103, Study Skills, recommended*

Co-Requisites Recommended:

HEW 101, English Composition I*
HER 011, Reading Techniques*
HES 102, Spelling Improvement*

Recommended High School background courses:

English
Pre-Algebra
Speech
History

English should include introduction to Library research and a documented paper. Pre-Algebra should include basic equations, an understanding of percentages, and reading of graphs. Speech will prepare students for oral presentations in class.

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

Reading
1. Learn specialized vocabulary
2. Identify key ideas
3. Understand relationships; compare/contrast terms
4. Draw conclusions
5. Library skills: locate major articles, books, reference materials
6. Cause/effect
7. Inferences
8. Read with reasonable speed
9. Read diagrams
10. Summarize

Writing Skills
1. Use full sentences, proper punctuation
2. Organize thoughts in paragraphs and create multi paragraph papers
3. Spell correctly
4. Use description
5. Legibility

Math skills
1. Add, divide, subtract, multiply
2. Simple percentage
3. Interpret graphs, charts

Study Skills
1. SQ3R
2. Time allocation
   Students must learn to set personal problems aside while doing work. They need to know how to keep a date book with assignments. Flexibility in order to adapt to a variety of courses and variety of assignments needed
3. Outlines
4. Take notes from reading and lecture
5. Listening
6. Formulate questions
7. Mnemonic techniques

Thinking Skills/Reasoning Skills
1. Recall, synthesize
2. Formulate questions

3. Summarize
4. Create examples to illustrate ideas presented

Students must have the ability to read at college level and learn a specialized vocabulary related to the major. They will need to identify key ideas, understand relationships of ideas to one another such as cause/effect and inferences. Library skills are important; students must be able to locate news articles, magazine articles, books, and reference materials. A reasonable speed with accurate reading in context will allow students to complete the assignments in this course as well as meet the demands of other courses.

Students in ASO 153 must possess good writing skills which include the ability to use complete sentences with proper spelling and grammar. The ability to group sentences in effective paragraphs will aid both the written papers as well as the oral reports required in the course.

Since the text includes some simple charts, reading these will enhance the understanding of the major text material. Math skills are needed to interpret the simple research in Social Work, and other journals apropos to the course.

Study skills which enhance effectiveness include use of the SQ3R reading pattern, time management, mnemonic techniques, ability to formulate questions, and seeking the teacher to clarify ideas from the text.

Study skills which will be invaluable are recollection, synthesisation, summarization, and creation of illustrative examples.

SOCIAL WORK PRACTICE, ASO 240

(Class offered fall and spring semesters)

COURSE SUMMARY

This course is an introduction to the general framework of social work practice. It will include the basic theories and methods of general social work practice. Students will develop skills necessary for information gathering, interviewing, and assessment. Students will also be exposed to small group processes and problem solving within the generalist framework. It will present students with the core knowledge that assist students in understanding and appreciating the social worker's role in intervention. Critical thinking, self-awareness, and the integration of theoretical perspectives are skills that are stressed in this course.

MINIMUM REQUIREMENTS

Protected Course: ASO 240, Social Work Practice

Pre-Requisites:

HER 011, Reading Techniques*
HEW 101, Composition I*

Co-Requisites:

HEW 102, Composition II*

Recommended High School Level Background Courses

Speech
English
Psychology
Sociology

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with decimals.
3. Calculate percentages.
4. Use basic arithmetic operations.
5. Use a ruler.
6. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
7. Use percentile, standard deviation, normal curve, etc.
8. Interpret charts, graphs, or tables (interpolation, extrapolation, calculation of slopes, etc.)
9. Recognize Roman Numerals.

Sample graph student will find in textbook.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general and career related vocabulary.
5. Use standard English with correct grammar.
6. Develop and support an idea in written form.
7. Write well organized paragraphs, multi-paragraph papers, and essays.
8. Write and correctly document a research paper.
9. Write a business letter.
10. Complete essay examinations.
11. Use the library for general and specific research.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read text.
5. Comprehend and summarize materials read.
6. Locate information in text.
7. Differentiate between fact and opinion.
8. Read and interpret graphics.
9. Read at variable rates as determined by text requirements.
10. Read and follow directions.
11. Read critically, evaluating worth of ideas and opinions.
12. Recognize paragraph structure such as cause/effect.
13. Use dictionary or similar reference.
14. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques (SQ3R, etc.)
2. Take competent notes from lecture/discussion, textbook, and other instructional materials.
3. Understand and use effective organizational skills
4. Study for and complete:
   a. objective
   b. fill in the blank
   c. short answer
   d. essay
   e. video taping of class material skills
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques (goal setting, decision making, attitude, self image, personal problem solving methods)
8. Use effective listening techniques.
9. Use and locate campus and community resources.
10. Use effective memory and concentration techniques.
11. Locate reference materials in library
12. Familiar with career planning/resources.
13. Able to communicate with instructor and other students.
14. Ask questions appropriate to the discussion and assignments.
15. Appropriate telephone skills

BUSINESS DIVISION

COMPUTER PROGRAMMING TECHNOLOGY

(Associate Degree: start fall or spring semester)

COURSE DESCRIPTION

The computer programming technology program is designed to develop the proper skills and knowledge required for entry into the field of data processing application. This career choice has many associated opportunities based on the primary skill of computer knowledge and usage.
The University catalog describes sequence and content of courses within this curriculum.
The employment market is diverse and scattered within the state and in as many cities. The jobs are in a variety of business applications and offer a wide range of equipment and opportunities as the constant increasing computer usage saturates our society.

MINIMUM REQUIREMENTS

Protected Course:

BDP 100, Introduction to Computer Applications

Pre-Requisites

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
BDP 101, Computer Awareness, recommended
ICL 104, Career Planning, recommended
HES 103, Study Skills, recommended

Co-Requisites

HER 011, Reading Techniques
HEW 101, English Comp I
SMA 011, Pre-Algebra or SMA 012, Beginning Algebra
BDP 101, Computer Awareness
HES 105, Learning Strategies (To be paired with BDP 100)

Recommended High School Level Background Courses

Algebra*
English*
Speech*
Geometry*

*Courses are available through Vincennes University to assist students with identifiable weaknesses, as well as study skills center and individual tutoring service.

ENTRY LEVEL SKILLS

A good foundation in Math and English, combined with the reading and thinking skills are beneficial and helpful for progressive student progress and development. In addition, the curriculum is designed to offer other skills such as coding, debugging, and utilization of computer languages and equipment, while building and further developing existing skills. The goal of retraining is also stressed as the expansion of computer software and applications constantly increases.

English

1. Prepare formal documentation
2. Prepare written procedures in detail
3. Proofread prepared instructions

4. Prepare reports in a desired format
5. Prepare user instruction manuals

Reading
1. Read technical journals, articles, textbooks
2. Analyze written instructions and requests
3. Review completed documentation
4. Review program specifications
5. Identify source documents

Thinking
1. Evaluate situations requiring program modification
2. Prepare logical diagrams of problem solving steps and sequence
3. Code specifications into a computer language
4. Use analogies to assist in learning
5. Reason problem solutions

Communication
1. Interact with co-workers and colleagues
2. Discuss and present argumentative facts to management
3. Evaluate policies and procedures
4. Identify report areas requiring clarification
5. Communicate file design concepts to users

Math
1. Utilize various forms of number systems
2. Identify correct formulas or algorithms methodology
3. Prepare and utilize various formulas for problem solution
4. Preparation of various types of cost estimates
5. Solving word or descriptive problems

Other Content-Specific Skills Considered Were
1. Ability to adapt to a specialized vocabulary
2. Ability to understand relationships of concepts
3. Ability to formulate conclusions
4. Ability to interpret visual charts, graphs, and diagrams
5. To follow step-by-step procedures
6. To identify the key or important ideas
7. To understand the syntax of a programming language
8. To focus attention on details
9. Ability to practice perseverance and patience

HEALTH OCCUPATIONS DIVISION
RESPIRATORY THERAPY CARE, DHI 100
(Course offered fall semester)

COURSE SUMMARY

The Respiratory Therapy Associate Degree program is designed to develop the necessary skills and knowledge to become an advanced respiratory care practitioner. A respiratory therapist works with other health care personnel in the hospital, nursing home, out-patient clinics, and in the home to provide specialized care to patients suffering from a wide variety of diseases affecting the heart and lungs. Clinical respiratory care education involves instruction in the understanding of diagnostic and therapeutic techniques necessary to provide quality respiratory care. The program develops understanding of the various physiologic and pathological aspects of disease as they relate to the above diagnostic and therapeutic techniques.

MINIMUM REQUIREMENTS

Protected Course: DHI 100, Respiratory Care I and all other DHI courses.

Pre-Requisite Courses:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HER 011, Reading Techniques*
HSS 009, Fundamentals of Speech (Recommended)
SMA 009, Arithmetic
SMA 001, Pre-Algebra
SMA 012, Beginning Algebra
HES 103, Study Skills (Recommended)*
HES 105, Learning Strategies (Recommended)
PPE
SCM 100, Elementary Chemistry* (Required for students not having high school chemistry or poor grades in chemistry)
SCL 100, Elementary Chemistry laboratory*
SLS 100, Human Biology (Required for students not having high school Biology or poor grades in Biology)**
DHR 110, Medical Terminology (Recommended to build up terminology skills)

Co-Requisites:

HEW 101, English Composition I*
SMA 101, Intermediate Algebra
SLS 111, Anatomy and Physiology I
SLL 111, Anatomy and Physiology Laboratory I
SMA 101, Intermediate Algebra
SPH 100, Physics for the Health Related Professions
SLS 112, Anatomy and Physiology II
SLL 112, Anatomy and Physiology Laboratory II
SCM 101, Elementary Organic Chemistry and Biochemistry
APS 142, General Psychology
SLS 210, Microbiology
SLL 211, Microbiology Laboratory
APS 202, Psychology of Growth and Change
HSS 148, Interpersonal Communication*
PPE

Required High School Level Background Courses With C's or Better

1 Year of High School Biology
1 Year of High School Chemistry
1 Year of High School Algebra
*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

To encourage success in the respiratory therapy program, students should possess a solid foundation in Math, English, Reading, Communication Skills, Study Skills, and an understanding of Respiratory Care.

The following skills are considered essential for success prior to enrolling in the Respiratory Care Program or taking the first course DHI 100 Respiratory Care I:

Math Skills
1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use a ruler.
7. Use basic arithmetic calculators.
8. Use standard operations with signed numbers.
9. Use standard operations on algebraic terms.
10. Solve algebraic expressions using standard operations.
11. Solve word problems using algebra.
12. Use scientific notation.
13. Manipulate formulas for finding area and volume.
14. Measure objects using English and Metric units.
15. Make conversions between measurement systems.
16. Understand ratios.
17. Solve problems involving ratio and proportion.
18. Calculate with denominate (units) numbers.
19. Solve or work with formulas involving powers or roots.
20. Recognize Roman Numerals

English
1. Write clear, complete sentences
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.).
4. Correctly spell general vocabulary.
5. Use standard English by using appropriate word choice.
6. Use standard English by using pronouns correctly.
7. Use standard English by using verbs correctly.
8. Recognize and avoid sentence fragments.
9. Recognize and avoid comma splices and run-on sentences.
10. Develop and support an idea in written form.
11. Write a well-organized paragraph.
12. Write a well-organized essay or other multi-paragraph paper.
13. Write in-class essays or reports

Reading Skills
1. Identify main and supportive ideas.
2. Draw inferences or conclusions.
3. Able to read the text.
4. Comprehend and summarize material read.
5. Locate information within the text.
6. Read and interpret schematics

7. Differentiate between fact and opinion.
8. Read and interpret graphics.
9. Read at variable rates as determined by text requirements.
10. Read and follow instructions.
11. Read critically, evaluating worth of ideas and opinions.
12. Recognize paragraph structure such as cause/effect.
13. Use dictionary or similar reference.
14. Recognize the textbook sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgments.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques by understanding the textbook organization.
2. Take competent notes from lecture/discussion, textbook, overheads, and slides.
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points and supporting details)
4. Study for and take tests in the following formats:
   a. Objective-true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answer
   d. Problem Solving
   e. Laboratory performance
5. Able to use test wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques (goals setting, decision making, attitude, self image).
8. Use effective listening techniques.
9. Use effective memory and concentration techniques.
10. Locate reference materials in the library.
11. Familiar with career planning/resources.
12. Able to communicate with instructor and other students.
13. Ask questions appropriate to the discussion.

PUBLIC SERVICE DIVISION

BROADCASTING (7050)

(Associate Degree: Start fall or spring semester)

COURSE DESCRIPTION

The Broadcasting program is designed to develop the proper skills and knowledge required for satisfactory entrance into the field of Broadcasting, in both Radio and Television. The Broadcast Sales program, while requiring much of the same base knowledge and many of the same skills, specializes in commercial sales in the Broadcasting medium (see catalog descriptions).

Some of the various employment opportunities for graduates include radio on-air talent, television master control operator, television tape operator, radio or television news reporter, television news photographer, studio camera operator, advertising copywriter, radio advertising sales person, and television sales person.

MINIMUM REQUIREMENTS

Minimum SAT/ACT scores of 290 or above, or successful completion of appropriate Vincennes University developmental courses (see catalog descriptions)

Protected courses:

EPB 100, Introduction to Mass Communication or
HEW 109, Broadcast Writing or
EPB 150, Broadcast Sales I or
EPB 120, Beginning Radio Production or
EPB 140, Beginning TV Production or
EPB 160, Broadcast Programming
EPB 180, Advanced TV Production

Pre-requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HES 007, Developmental Spelling*, recommended
HSS 009, Fundamentals of Speech*, recommended
HES 103, Study Skills*, recommended

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math, English, Reading, Thinking, Study, and Communication Skills are required for the success of students in either the Broadcasting or Broadcast Sales curriculum. Additional knowledge and skills taught in non-departmental required courses and electives will also benefit students, just as their technical skills will increase through instruction in the program.

Math

1. Standard operations
2. Fractions
3. Decimals
4. Percentages
5. Word problems
6. Understand ratios

English

1. Write complete sentences
2. Sentence variety
3. Correct punctuation

4. Correctly spell general vocabulary
5. Spell career vocabulary
6. Use standard English, i.e.: appropriate word choice, pronouns, and verbs
7. Avoid sentence fragments
8. Avoid comma splices and run-on sentences
9. Develop an idea in written form
10. Write a well-organized paragraph
11. Write essays or multi-paragraphed paper
12. Write and document a research paper
13. Write a business letter
14. Write in-class essays or reports
15. Write an essay exam
16. Library research-general

Reading

1. Specialized vocabulary
2. Main and supportive ideas
3. Inferences and conclusions
4. Read text
5. Comprehend and summarize material read
6. Locate information within text
7. Differentiate fact and opinion
8. Read and interpret graphics
9. Read at variable rates determined by text
10. Read and follow directions
11. Critical reading-evaluate worth
12. Recognize paragraph structure (cause, effect, etc.)
13. Use dictionary or similar reference
14. Recognize textbook content sequence

Thinking

1. Classify, store, and retrieve information
2. Follow sequential directions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Think of examples to illustrate a point
6. Distinguish observations, inferences, and judgements
7. Identify similarities and differences
8. Make observations and draw related inferences
9. Analyze and describe parts of object or system
10. Identify cause/effect relationships
11. Make decisions, follow planned course of action
12. Analyze problem, investigate, and evaluate solution

Study Skills/Communication Skills

1. Use effective textbook study techniques. i.e.: textbook organization, SQ3R (survey, question, read, record, review)
2. Take competent notes from: lecture/discussion, textbook, other (AV materials, labs, etc.)
3. Understand and use effective organizational skills
4. Study for and take tests, i.e.: objective, fill in the blank, short answer, essay, problem solving (math), laboratory performance
5. Test-wiseness techniques
6. Time-management
7. Self management, i.e.: goals, decisions, attitude, self-concept
8. Listening
9. Campus resources
10. Memory and concentration
11. Locate reference materials in library
12. Communicate with students and instructor
13. Ask questions appropriate to discussion

Additional Comments
(Below are listed some additional learning requirements for successful completion of the Broadcasting and/or Broadcast Sales program.

Math
1. Addition and subtraction of time elements: seconds, minutes, hours, — plus frames (for time codes).
2. Coordinating times from several different elements to create a guide to action.
3. Being able to work with ratios in order to light (a set) properly. Calculating number of foot candles (amount of light) needed.
4. Plus contrast rations, zoom ratios, figuring focal lengths, (with and without range extenders), A-B rolling.
5. Transmitter calculations involving current and voltage, (calculate percentage of power output by locating point of intersection on a graph).
6. Rating = # in a station's audience # of persons (or households) in universe (target audience).
7. Share = # in a station's audience # of people listening to all stations.

English
1. Students are often asked to write what they are going to say on the air, so it can be rehearsed ahead of time. Other examples of additional writing are liners (brief statements), promos (promotional material), and commercials.
2. Research papers, commercial radio scripts, trade magazine and news articles, summaries, promotions, news stories.

Reading
1. Read aloud in a smooth and conversational manner.
2. Almost any kind of interpretive reading would be useful: commercials, news, drama, etc.

Thinking
1. Take material learned and be able to apply it to various situations: lecture, lab, reading materials, applications in chosen careers, etc.
2. Retain and be able to use information in a cross-over station. Examples: using appeals learned for advertising to write promotions, or using audio information learned to apply to television audio.

Television Skills/Communication Skills
1. Must realize importance of being well prepared before attending class. Take the previous assignment and complete it (or practice it) satisfactorily before coming to class or lab.
2. Also realize how much time must be spent outside of class and lab to adequately prepare and to be successful.

Restaurant and Food Service Management, EPF 150
Food/Beverage and Labor Cost

COURSE SUMMARY

A course devoted to the financial considerations of the restaurant and food service industry, identifying the major controllable costs of the hospitality industry, and the techniques employed to control these costs.

MINIMUM REQUIREMENTS

Pre-Requisites:

EPF 100, Introduction to Hospitality Management
EPF 110, Management of Quantity Food Preparation
HER 009, Fundamentals of Reading*
SMA 009, Arithmetic*
SMA 100, General Math*

Co-Requisites:

SMT 109, Business Math

Recommended High School Level Background Courses:

Minimum - C's or better in Business Math

The following skills are considered essential for success prior to enrolling in EPF 150, Restaurant and Food Service Management

Math
1. Use standard operations with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Solve word problems using standard operations with whole numbers
6. Understand ratios
7. Interpret charts, graphs, or tables.

English
1. Write clear, complete sentences

Reading
1. Learn and use specialized vocabulary
2. Able to read text
3. Comprehend and summarize reading materials
4. Locate information within text
5. Recognize textbook context sequence.

Thinking Skills
1. Follow sequential math instruction
2. Develop and present sequential math instruction
3. Classify and retrieve information, including mathematical formulas
4. Identify cause and effect relationship

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Use effective workbook study techniques
3. Take comprehensive notes from lecture
4. Take comprehensive notes from text
5. Use effective time-management techniques
6. Use effective listening techniques
7. Able to communicate with instructor and other students
8. Able to ask appropriate questions to the discussion

HUMANITIES

ART APPRECIATION, HAH 109 & HAH 110

(Offered spring and fall semesters)

COURSE SUMMARY

This is an introductory art class which explores the creative process in the visual arts, the elements and principles of design, a study of periods and styles of art, and the characteristics of different art media.

MINIMUM REQUIREMENT: SATV score of 280 or higher.

Protected Courses: HAH 109 & HAH 110, Art Appreciation

Pre-Requisites:

HER 009, Fundamentals of Reading*
HSS 009, Fundamentals of Speech,* recommended
HES 103, Study Skills, recommended

Co-Requisite:

HES 105, Learning Strategies, recommended

Recommended High School Level Background Courses:

Art History, Art Appreciation, Humanities, composition, literature, history, philosophy, speech, psychology, sociology, and political science would all be helpful.

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation in math, English, reading, speech, and study skills is desirable. Some skills in these areas may be taught as part of the class. Students should have mastered the skills listed below in each area before entering the course.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use a ruler.
3. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
4. Understand ratios.
5. Understand and use the concepts of probability.
6. Interpret charts, graphs, or tables (interpolation, extrapolation, calculation of slopes, etc.).
7. Recognize Roman Numerals.

Additional comments: Understand the golden rectangle. Understand the chronology of time, i.e. the progression up to and beyond A.D. from B.C.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.).
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English.
   - Use appropriate word choice.
   - Use pronouns correctly.
   - Use verbs correctly.
7. Recognize and avoid sentence fragments.

8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.
11. Write a well-organized essay or other multi-paragraph paper.
12. Write and correctly document a research paper.
13. Write themes, in-class essays, or reports.
14. Write an essay examination.
15. Use the library for general research.
16. Use the library for specialized research in your area.

Additional comments: Critical reviews of exhibitions in Shircliff Gallery, up to two pages, about four times a semester are required by some instructors. There are essay sections on tests and exams. For HAH 110, a four-page research paper is required by some instructors. Standard note-taking skills are needed.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics (illustrations).
8. Differentiate between fact and opinion.
9. Read and interpret graphs.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Apply general concepts to specific cases.
4. Able to think of examples to illustrate a point.
5. Distinguish among observations, inferences, and judgements.
6. Identify similarities and differences among two or more items.
7. Make observations and draw related inferences.
8. Analyze and describe parts of an object or system.
9. Identify cause/effect relationships.
10. Make decisions and follow a planned course of action.
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Additional comments: Student should be able to look at visuals (slides and plates) and draw verbal conclusions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Understand textbook organization.
3. Able to use SQ3R (survey, question, read, record, review).
4. Take competent notes from:
   a. Lecture/discussion
   b. Textbook
   c. Other (AV materials, labs, etc.)
5. Understand and use effective organization skills (see the relationships between ideas, recognize main points, and supporting details).
6. Study for and takes tests in the following formats: Objective - true/false, multiple choice, matching, fill in the blank, short answer, and essay.
7. Use effective time-management techniques.

8. Use effective self-management techniques (goal setting, decision making, attitude, and self image).
9. Use effective listening techniques.
10. Use and locate campus resources.
11. Use effective memory and concentration techniques.
12. Locate reference materials in the library.
13. Able to communicate with instructor and other students.
14. Ask questions appropriate to the discussion.

Additional Skills: Ability to re-evaluate preconceived notions; flexibility to accept new ideas and concepts.

DESIGN I, HAH 111

(Offered spring and fall semesters)

COURSE SUMMARY

This course is an introduction to theoretical and formal considerations involved in design. The intent is to build awareness and understanding of art elements and their interaction within a two-dimensional field, to recognize and create form and content, to develop discipline in thinking and manual skills in using simple art media and techniques through intensive visual problem solving.

MINIMUM REQUIREMENT: Entry is SATM score of 350 or higher or ACT 17 or higher

Protected Course: HAH 111, Design I

Pre-Requisites:

HSS 009, Fundamentals of Speech*
HES 103, Study Skills
SMA 009, Arithmetic

Co-Requisite:

SMA 011, Pre-Algebra

Recommended High School Level Background Courses:

High school art courses that emphasize drawing from observation (as compared to copying photographs) and/or the elements and principals of design may be helpful. Technical courses such as drafting may be helpful. A good general high school background including courses in the areas of geometry, algebra, writing, literature, history, philosophy, speech, psychology and the natural sciences is recommended.

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation in math, English, reading, speech, and study skills is desirable. Some skills in these areas may be taught as part of the class. Students should have mastered the skills listed below in each area before entering the course.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use a ruler
4. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
5. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
6. Measure objects using English units
7. Understand ratios

Additional comments: The student should be able to calculate fractional parts of a whole, whether the "whole"

be a rectangle or square divided into a grid, or a circle divided into angles. This requires understanding of and facility with a ruler, compass, and protractor.

English

1. Write clear, complete sentences
2. Correctly use basic punctuation (commas, periods, etc.)
3. Correctly spell general vocabulary
4. Use standard English
   - Use appropriate word choice
   - Use pronouns correctly
   - Use verbs correctly
5. Recognize and avoid sentence fragments
6. Recognize and avoid comma splices and run-on sentences
7. Develop and support an idea in written form
8. Write a well-organized paragraph
9. Write a well-organized essay or other multi-paragraph paper
10. Use the library for general research
11. Use the library for specialized research in your area

Additional comments: Some instructors require a written critique of visual solutions.

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draw inferences or conclusions
4. Able to read the text (currently no text is used, but there has been one in the past, and it is likely that a text will be adopted next fall)
5. Comprehend and summarize materials read
6. Locate information within a text
7. Differentiate between fact and opinion
8. Read and interpret graphs
9. Read and follow directions
10. Read critically, evaluating worth of ideas and opinions
11. Use dictionary or similar reference

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Apply general concepts to specific cases
4. Able to think of examples to illustrate a point
5. Distinguish among observations, inferences, and judgements
6. Identify similarities and differences among two or more items
7. Make observations and draw related inferences
8. Analyze and describe parts of an object or system
9. Identify cause/effect relationships
10. Make decisions and follow a planned course of action
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions

Additional comments: It is helpful for the student to be able to think in interpretive, metaphorical, or symbolic terms. This skill is emphasized and further developed in the class.

Study Skills/Communication Skills

1. Use effective textbook study techniques
2. Take competent notes from:
   a. Lecture/discussion
   b. Textbook (currently no text, but one will likely be adopted next fall)
   c. Other (critiques)
3. Understand and use effective organization skills (see the relationships between ideas, recognize main points and supporting details)

4. Use effective time-management techniques
5. Use effective self-management techniques (goal setting, decision making, attitude, and self image)
6. Use effective listening techniques
7. Use and locate campus resources
8. Use effective memory and concentration techniques
9. Locate reference materials in the library
10. Able to communicate with instructor and other students
11. Ask questions appropriate to the discussion

Additional Skills: One very important "skill" that is especially important in 2D Design is the ability to meet deadlines.

DRAWING I, HAH 116

(Offered spring and fall semesters)

COURSE SUMMARY

This class introduces students to drawing objects in space. The course emphasizes observation, basic concepts and techniques in drawing, and introduces basic drawing media.

MINIMUM REQUIREMENT: SATV and SATM scores are below 280, the student is required to take HSS 009 Fundamentals of Speech and HES 103 Study Skills, along with the University requirements of HEW 009 Fundamentals of Writing, HER 009 Fundamentals of Reading, and SMA 009 Arithmetic before enrolling in HAH 116 Drawing I.

Protected Course: HAH 116, Drawing I

Pre-Requisites:

HSS 009, Fundamentals of Speech*
HES 103, Study Skills

Co-Requisite:

None

Recommended High School Level Background Courses:

High school art courses that emphasize drawing from observation (as compared to drawing from imagination or copying photographs) are good preparation for this class. A good general high school background is required for this class. A good general high school background in writing, literature, history, philosophy, speech, psychology, mathematics, and the natural sciences is recommended.

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation in math, English, reading, speech, and study skills is desirable. Some skills in these areas may be taught as part of the class. Students should have mastered the skills listed below in each area before entering the course.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use a ruler
4. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
5. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.) Additional faculty comment: "And know these concepts."
6. Understand ratios. Additional faculty comment: "Understanding and using many ways to find relationships between one shape or element and another."

7. Solve problems involving ratio and proportion
8. Measure objects using English and metric units
9. Understand and use the concepts or probability

Additional comments: Reading a ruler is necessary for matting drawings. The student will need to draw geometric figures, knowing what each one is (2D and 3D), will need to visualize figures in space as 2D forms abstracted from a group of images; students will need to visualize figures as 3D solids which catch light and shadow and have weight. Geometry is used in perspective and establishing spatial relationships. Students basically need to know the terminology, i.e., "this cylinder's axis must be parallel to the edge of the picture plane because it is vertical." "This is to this as that is to that"; students need to think in terms of relationships. Students need to know basic curves and use them to represent figures in perspective.

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly spell general vocabulary
4. Correctly spell career related vocabulary
5. Use standard English
   - Use appropriate word choice
   - Use pronouns correctly
   - Use verbs correctly
6. Recognize and avoid sentence fragments
7. Develop and support an idea in written form
8. Use the library for general research
9. Use the library for specialized research in your area

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draw inferences or conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within a text
7. Differentiate between fact and opinion
8. Read and interpret graphs
9. Read and follow directions
10. Read critically, evaluating worth of ideas and opinions
11. Recognize paragraph structure such as cause/effect.
12. Use dictionary or similar reference
13. Recognize the textbook content sequence

Additional comments: Though text is not required at this point, independent library research is expected and used in sketchbook assignments. Research outside of structured assignments is encouraged.

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system
10. Identify cause/effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions

Additional comments: The student should be able to visualize/conceptualize, synthesize concepts, organize

concepts, think flexibly, think fluidly, abstract/simplify concepts, alter concepts, expand/elaborate concepts, build one's own complexity into a concept, understand the idea of metamorphosis, and evolve a concept.

Study Skills/Communication Skills

1. Take competent notes from:
   a. Lecture/discussion
   b. Textbook (currently no text, but one will likely be adopted next fall)
   c. Other (AV materials, labs, etc.)
2. Understand and use effective organization skills (see the relationships between ideas, recognize main points, and supporting details)
3. Study for and takes tests in the following formats: fill in the blank, short answer, laboratory performance
4. Use effective time-management techniques
5. Use effective self-management techniques (goal setting, decision making, attitude, self image)
6. Use effective listening techniques
7. Use and locate campus resources
8. Use effective memory and concentration techniques
9. Locate reference materials in the library
10. Familiar with career planning/resources
11. Able to communicate with instructor and other students
12. Ask questions appropriate to the discussion

Additional Skills: Students should be willing and able to objectively discuss thoughts and ideas of fellow students and instructors. Students should be able to listen objectively and weigh criticism carefully and be able to apply suggestions which are pertinent to the benefit of their work. Students need to be able to articulate both abstract and concrete ideas. Students need to look for interesting solutions, not necessarily the conventionally correct ones; in this area, traditional study skills could possibly interfere.

ART HISTORY I, HAH 130

(Class offered fall and spring semesters)

COURSE SUMMARY

Protected Course: HAH 130, Art History I

Pre-Requisite:

HER 011, Reading Techniques*
HEW 009, Fundamentals of Writing*
HSS 009, Fundamentals of Speech,* recommended
HES 103, Study Skills,* recommended

Co-Requisites:

HEW 101, English Composition I
HES 105, Learning Strategies, recommended

Recommended High School Level Background Courses:

Art History, Art Appreciation, Humanities, composition, literature, history, philosophy, speech, psychology, sociology, and political science would all be helpful.

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation in math, English, reading, speech, and study skills is desirable. Some skills in these areas may be taught as part of the class. Students should have mastered the skills listed below in each area before entering the course.

Math

1. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
2. Understand ratios.
3. Interpret charts, graphs or tables (interpolation, extrapolation, calculation of slopes, etc.)
4. Recognize Roman Numerals

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English
   a. Use appropriate word choice.
   b. Use pronouns correctly.
   c. Use verbs correctly.
7. Recognize and avoid sentence fragments.
8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.
11. Write a well-organized essay or other multi-paragraph paper.
12. Write themes, in-class essays, or reports.
13. Write an essay examination.
14. Use the library for general research.
15. Use the library for specialized research in your area.

Additional comments: Written exams involve essay and short answer questions. Students must take notes in class.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Apply general concepts to specific cases.
4. Able to think of examples to illustrate a point.
5. Distinguish among observations, inferences, and judgements.
6. Identify similarities and differences among two or more items.
7. Make observations and draw related inferences.
8. Analyze and describe parts of an object or system.
9. Identify cause/effect relationships.
10. Make decisions and follow a planned course of action.
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Additional comments: Must have or develop long-term attention span for long lectures.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Understand textbook organization.
3. Able to use SQ3R (survey, question, read, record, review).
4. Take competent notes from:
   a. Lecture/discussion.
   b. Textbook
   c. Other (AV materials, labs, etc.)
5. Understand and use effective organization skills (see the relationship between ideas, recognize main points and supporting details).
6. Study for and take tests in the following formats:
   a. Objective - true/false, multiple choice, matching
   b. Short answer.
   c. Essay.
7. Use effective time-management techniques.
8. Use effective self-management techniques (goal setting, decision making, attitude, self image).
9. Use effective listening techniques.
10. Use and locate campus resources.
11. Use effective memory and concentration techniques.
12. Locate reference materials in the library.
13. Able to communicate with instructor and other students.
14. Ask questions appropriate to the discussion.

ADVISOR/STUDENT REFERENCE SOURCE FOR MODERN FOREIGN LANGUAGES, LEVEL I

COURSE DESCRIPTION

This is an introductory class for the "true" beginner who has had NO previous second language study or the "repeater" who has studied one semester in high school, who has had one unsuccessful year in high school, or who has studied two or more years ago with no reinforcement of what he/she has studied. The purpose of this level is to develop a skill in listening comprehension, to initiate speaking, and to introduce some very basic reading and writing. Videos and audios with native speakers and authentic cultural situations are used either as a basic content for the language development or as support materials for a text.

MINIMUM REQUIREMENTS

Sound - symbol association (tested upon entering class).

Pre-requisites:

None

ENTRY LEVEL SKILLS:

Level I language learning uses a communicative approach. Success, therefore, depends greatly upon personal development skills. The following should be considered:

Study/Work Skills:

1. Can manage study time, prioritize needs, and work steadily and with purpose;
2. Can be flexible when encountering unfamiliar situations - both with sound systems and with the teaching methods which require a much different way for studying and preparing;
3. Can analyze problems, make decisions, and act upon those decisions; can listen with purpose and concentrate upon the task at hand.

Social Skills:

1. Can work in small groups, accept differences in other people;
2. Can offer and accept help.

Personal Awareness:

1. Has high self-esteem and positive attitude, is eager to learn, is curious to explore new sounds, and is tolerant of cultural differences.

English Skills:

1. Can recognize sound-symbol elements of native language;
2. Can place words together properly to make comprehensible sentences.

COMPOSITION I (HEW 101)
(Class offered fall and spring semesters)

Course Description

English Composition I, a course required of all students at Vincennes University, is designed to provide students with basic writing skills necessary to success in most college courses.

Minimum requirements
Prerequisite:

An SAT verbal score of 280 or above or a grade of "C" or above in HEW 009

Recommended High School Level Background Courses:
Four years of high school English

Entry Level Skills

Students should possess the following skills prior to enrolling in HEW 101, English Composition I:

English

Although many of these skills will be reviewed in HEW 101, it will be beneficial to the student to possess the following skills before entering the course:

1. The ability to construct clear, complete sentences
2. The ability to use basic punctuation (commas, apostrophes, etc.) correctly
3. The ability to correctly spell general vocabulary
4. The ability to use standard English (appropriate word choice, verb use and tense, pronoun forms)
5. Avoid sentence fragments
6. Avoid comma splices and run-on sentences
7. Write a cohesive, well developed paragraph

Reading Skills

1. The ability to identify main and supporting ideas
2. The ability to draw inferences and conclusions
3. The ability to read critically and to evaluate
4. The ability to use a dictionary

Thinking Skills

1. The ability to follow sequential instructions
2. The ability to make observations and draw related inferences
3. The ability to think of examples to illustrate a point

Study Skills/Communication Skills

1. The ability to take accurate notes (from lectures and from reading)
2. The ability to understand and use organizational skills
3. The ability to plan and to manage time effectively
4. The ability to locate and use campus resources

5. The ability to communicate with instructors and other students
6. The ability to ask questions appropriate to the discussion

COLOR, TEXTURE AND FURNITURE, HHH 101

(Class offered fall and spring semesters)

COURSE SUMMARY

An introduction to residential interior design, concentration on color, texture, and furniture.

MINIMUM REQUIREMENTS:

Protected Course: HHH 101, Color, Texture and Furniture

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HHH 100, Survey of Home Economics, Recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HAH 116, Drawing I, recommended
HES 103, Study Skills, recommended
BDP 101, Computer Awareness, recommended
TDA 135, Residential Architectural Drafting
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition
HHH 100, Survey of Home Economics, recommended
HAH 111, 2D Design, recommended
HAH 116, Drawing I, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HES 102, Spelling Improvement, recommended
HES 103, Study Skills, recommended
HES 105, Learning Strategies, recommended
BDP 101, Computer Awareness
TDA 135, Residential Architectural Drafting, recommended
APS 142, General Psychology, recommended
HER 102, Reading in the Content Area, recommended
PPE, recommended

Recommended High School Level Background Courses:

English
Beginning Algebra
Speech
Home Economics
Higher levels of math if planning to transfer

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS:
In addition, educational skills beyond these listed will be taught as part of the curriculum at Vincennes University. Some of the skills listed in this document will be reviewed as part of the curriculum. A general foundation of math, English, reading, communication, and study skills will be beneficial.

Math
1. Standard operations (addition, subtraction, multiplication, division, fractions, decimals, and percentages)
2. Calculator and ruler

Reading
1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. Identify main and supportive ideas
4. Read and follow directions
5. Read at variable rates
6. Critical reading and evaluate
7. Recognize paragraph structure such as cause and effect
8. Use dictionary or similar reference
9. Draw inferences and conclusions

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential directions
3. Be able to think of examples to illustrate a point

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion, textbook, and other resources
3. Use effective memory and concentration techniques
4. Understand and use effective organizational skills
5. Study for and take tests in the following formats: objective, true/false, multiple choice, matching, short answer
6. Time-management techniques
7. Use effective listening techniques
8. Use effective memory and concentration techniques
9. Communicate with students and instructor
10. Ask questions appropriate to the discussion

English
1. Write clear, complete sentences
2. Use standard English with good sentence variety, correct punctuation, correct spelling, avoidance of sentence fragments, comma splices, etc.
3. Use of appropriate word choices (vocabulary)
4. Write well-organized paragraphs
5. Use the library for general research

MARRIAGE AND THE FAMILY, HHH 156
(Class offered fall and spring semesters)

COURSE SUMMARY
The study of human relations following the chronological order of the family cycle. Marriage and family living are considered with regard to personal and cultural relationships. The aim is to enable the student to gain a better understanding of himself/herself and to make a better adjustment in his/her family life.

MINIMUM REQUIREMENTS:

Protected Course: HHH 156, Marriage and the Family

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HHH 100, Survey of Home Economics, Recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HHH 130, Infant Toddler Car, optional
HAH 104, Design and Materials, recommended
HAH 111, 2-D Design, recommended
HAH 116, Drawing I, recommended
HES 103, Study Skills, recommended
BDP 101, Computer Awareness, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition
HHH 100, Survey of Home Economics, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HHH 130, Infant and Toddler Care, optional
HAH 104, Design and Materials, recommended
HAH 111, 2D Design, recommended
HAH 116, Drawing I, recommended
HES 102, Spelling Improvement, recommended
HES 103, Study Skills, recommended
HES 105, Learning Strategies, recommended
BDP 101, Computer Awareness
APS 142, General Psychology, recommended
HER 102, Reading in the Content Area, recommended
PPE, recommended

Recommended High School Level Background Courses:

English
Beginning Algebra
Speech
Home Economics
Higher levels of math if planning to transfer

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS:
In addition, educational skills beyond these listed will be taught as part of the curriculum at Vincennes University. Some of the skills listed in this document will be reviewed as part of the curriculum. A general foundation of math, English, reading, communication, and study skills will be beneficial.

Math
1. Standard operations (addition, subtraction, multiplication, division, fractions, decimals, percentages)
2. Calculator and ruler
3. Word problems
4. Estimate an answer prior to using a calculator
5. Recognize Roman Numerals
6. Interpret charts, graphs, or tables

Reading

1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. Identify main and supportive ideas
4. Read and follow directions
5. Read at variable rates
6. Critical reading and evaluate
7. Recognize paragraph structure such as cause and effect
8. Use dictionary or similar reference
9. Draw inferences and conclusions
10. Be able to learn a specialized vocabulary
11. Differentiate fact and opinion
12. Read and interpret graphics
13. Be able to recognize textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Be able to think of examples to illustrate a point
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Identify similarities and differences
6. Make observations and draw related inferences
7. Analyze problems, investigate, evaluate, and come to a conclusion

Study Skills/Communication Skills

1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion, textbook, and other resources
3. Use effective memory and concentration techniques
4. Understand and use effective organizational skills
5. Study for and take tests in the following formats: objective, true/false, multiple choice, matching, short answer, essay, problem solving
6. Time-management techniques
7. Use effective listening techniques
8. Use effective memory and concentration techniques
9. Communicate with students and instructor
10. Ask questions appropriate to the discussion
11. Use of self management in setting goals, decisions, attitude, and self-concept
12. Use campus resources
13. Locate reference materials in the library
14. Locate reference materials and use career planning resources

English

1. Write clear, complete sentences
2. Use standard English with good sentence variety, correct punctuation, correct spelling, avoidance of sentence fragments, comma splices, etc.
3. Use of appropriate word choices (vocabulary)
4. Write well-organized paragraphs
5. Spell career vocabulary
6. Develop an idea in written form
7. Write essays or multi-paragraphed papers
8. Write in-class essays or reports
9. Write an essay exam

FUNDAMENTALS OF NUTRITION, HHH 206
(Class offered fall and spring semesters)

COURSE SUMMARY
A study of the principles of nutrition, the requirements and interrelationship of nutrients, with application to personal and social needs.

MINIMUM REQUIREMENTS:

Protected Course: HHH 206, Fundamentals of Nutrition

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HHH 100, Survey of Home Economics, Recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HES 103, Study Skills, recommended
BDP 101, Computer Awareness, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition
HHH 100, Survey of Home Economics, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HAH 111, 2D Design, recommended
HES 102, Spelling Improvement, recommended
HES 103, Study Skills, recommended
HES 105, Learning Strategies, recommended
BDP 101, Computer Awareness
PPE, recommended

Recommended High School Level Background Courses:

English
Beginning Algebra
Speech
Home Economics
Higher levels of math if planning to transfer
Sciences
Home Economics in high school is helpful but not required

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS:
In addition, educational skills beyond these listed will be taught as part of the curriculum at Vincennes University. Some of the skills listed in this document will be reviewed as part of the curriculum. A general foundation of math, English, reading, communication, and study skills will be beneficial.

Math
1. Standard operations (addition, subtraction, multiplication, division, fractions, decimals, percentages)
2. Calculator and ruler
3. Word problems

Reading
1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. Identify main and supportive ideas
4. Read and follow directions
5. Critical reading and evaluate
6. Use dictionary or similar reference
7. Draw inferences and conclusions
8. Be able to learn a specialized vocabulary
9. Differentiate fact and opinion
10. Read and interpret graphics
11. Be able to recognize textbook content sequence

Thinking Skills
1. Classify, store, and retrieve information
2. Develop and present sequential instructions
3. Apply general concepts to specific cases
4. Distinguish between observations, inferences, and judgements

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion, textbook, and other resources
3. Use effective memory and concentration techniques
4. Understand and use effective organizational skills
5. Use effective listening techniques
6. Use effective memory and concentration techniques
7. Communicate with students and instructor
8. Ask questions appropriate to the discussion
9. Use campus resources
10. Locate reference materials in the library
11. Study for and take tests in the following formats: objective, true/false, multiple choice and problem solving
12. Use test-wiseness techniques

English
1. Write clear, complete sentences
2. Use standard English with good sentence variety, correct punctuation, correct spelling, avoidance of sentence fragments, comma splices, etc.
3. Use of appropriate word choices (vocabulary)
4. Write well-organized paragraphs
5. Use the library for general research
6. Spell career vocabulary
7. Develop an idea in written form
8. Write essays or multi-paragraphed papers

FOOD PREPARATION, HHH 210
(Class offered fall and spring semesters)

COURSE SUMMARY
The basic principles involved in the preparation of food are both studied and applied. 2 lecture hours, 4 laboratory hours

MINIMUM REQUIREMENTS:

Protected Course: HHH 210, Food Preparation

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*

HHH 100, Survey of Home Economics, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HHH 130, Infant and Toddler Care, optional
HAH 104, Design and Materials, recommended
HAH 111, 2-D Design, recommended
HES 103, Study Skills, recommended
BDP 101, Computer Awareness, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition
HHH 100, Survey of Home Economics, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HAH 130, Infant and Toddler Care, recommended
HAH 104, Design and Materials, recommended
HAH 111, 2-D Design, recommended
HES 102, Spelling Improvement, recommended
HES 103, Study Skills, recommended
HES 105, Learning Strategies, recommended
BDP 101, Computer Awareness
APS 142, General Psychology, recommended
HER 102, Reading in the Content Area, recommended
PPE, recommended

Recommended High School Level Background Courses:

English
Beginning Algebra
Speech
Home Economics
Higher levels of math if planning to transfer
Sciences

Home Economics in high school is helpful but not required

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS:
In addition, educational skills beyond these listed will be taught as part of the curriculum at Vincennes University. Some of the skills listed in this document will be reviewed as part of the curriculum. A general foundation of math, English, reading, communication, and study skills will be beneficial.

Math
1. Standard operations (addition, subtraction, multiplication, division, fractions, decimals, percentages)
2. Calculator and ruler
3. Word problems
4. The ability to measure in English and metric units and convert between the measurement systems

Reading
1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. Identify main and supportive ideas
4. Read and follow directions

5. Read at variable rates
6. Critical reading and evaluate
7. Recognize paragraph structure such as cause and effect
8. Use dictionary or similar reference
9. Draw inferences and conclusions
10. Be able to recognize textbook content sequence
11. Differentiate fact and opinion
12. Read and interpret graphics
13. Be able to recognize textbook content sequence
14. Read and interpret schematics

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential directions
3. Be able to think of examples to illustrate a point
4. Distinguish between observations, inferences, and judgements
5. Analyze and describe parts of an object or system
6. Identify cause/effect relationships

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion, textbook, and other resources
3. Use effective memory and concentration techniques
4. Study for and take tests in the following formats: objective, true/false, multiple choice, matching, short answer
5. Time-management techniques
6. Use effective listening techniques
7. Use effective memory and concentration techniques
8. Communicate with students and instructor
9. Ask questions appropriate to the discussion
10. Locate reference materials in the library

CHILD CARE I, HHH 230
(Class offered fall semester only)

COURSE SUMMARY
A practicum course designed to acquaint the student with fundamental principles of child care administration by assuming actual responsibilities under supervision in the Day Care Center. Emphasis is placed on the profession both past and present, the nature of early childhood development, influences of family and culture areas of learning, effective methods of dealing with and teaching young children, child abuse, and health. 2 lecture hours, 3 laboratory hours

MINIMUM REQUIREMENTS:

Protected Course: HHH 230, Child Care I

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HHH 100, Survey of Home Economics, Recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HHH 130, Infant and Toddler Care, optional
HAH 104, Design and Materials, recommended
HES 103, Study Skills, recommended
BDP 101, Computer Awareness, recommended
HMM 117, Fundamentals of Music
PPE, recommended
PPP 210, Physical Education for the Elementary School

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition
HHH 100, Survey of Home Economics, recommended
HHH 115, Clothing I, recommended
HHH 215, Clothing II, recommended
HHH 220, Clothing III, recommended
HAH 130, Infant and Toddler Care, recommended
HAH 104, Design and Materials, recommended
HES 102, Spelling Improvement, recommended
HES 103, Study Skills, recommended
HES 105, Learning Strategies, recommended
BDP 101, Computer Awareness
HMM 117, Fundamentals of Music
APS 142, General Psychology, recommended
HER 102, Reading in the Content Area, recommended
PPP 210, Physical Education for the Elementary School, recommended
PPE, recommended

Recommended High School Level Background Courses:

English
Beginning Algebra
Speech
Home Economics
Higher levels of math if planning to transfer
Psychology
Home Economics in high school is helpful but not required

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS:
In addition, educational skills beyond these listed will be taught as part of the curriculum at Vincennes University. Some of the skills listed in this document will be reviewed as part of the curriculum. A general foundation of math, English, reading, communication, and study skills will be beneficial.

Math
1. Standard operations (addition, subtraction, multiplication, division, fractions, decimals, percentages)
2. Calculator and ruler
3. Word problems
4. Estimate an answer prior to using a calculator
5. Recognize Roman Numerals
6. The ability to measure in English and metric units and convert between the measurement systems

Reading
1. The ability to read, comprehend, and summarize materials read
2. Locate information within a textbook or article
3. Identify main and supportive ideas
4. Read and follow directions
5. Read at variable rates
6. Critical reading and evaluate
7. Recognize paragraph structure such as cause and effect
8. Use dictionary or similar reference
9. Draw inferences and conclusions
10. Be able to recognize textbook content sequence

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential directions
3. Be able to think of examples to illustrate a point
4. Develop and present sequential instructions
5. Apply general concepts to specific cases
6. Identify similarities and differences
7. Make observations and draw related inferences
8. Analyze problems, investigate, evaluate, and come to a conclusion
9. Read at variable rates
10. Critical reading and evaluate
11. Be able to make decisions, and follow a planned course of action

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion, textbook, and other resources
3. Use effective memory and concentration techniques
4. Understand and use effective organizational skills
5. Study for and take tests in the following formats: objective, true/false, multiple choice, matching, short answer
6. Recognize paragraph structure such as cause and effect
7. Use dictionary or similar reference
8. Draw inferences and conclusions
9. Be able to learn a specialized vocabulary
10. Use campus resources
11. Locate reference materials in the library
12. Locate reference materials and use career planning resources

English
1. Write clear, complete sentences
2. Use standard English with good sentence variety, correct punctuation, correct spelling, avoidance of sentence fragments, comma splices, etc.
3. Use of appropriate word choices (vocabulary)
4. Write well-organized paragraphs
5. Use the library for general research
6. Spell career vocabulary
7. Develop an idea in written form
8. Write essays or multi-paragraphed papers
9. Write an essay exam

SPEECH, HSS 143

(Class offered fall and spring semesters)

COURSE SUMMARY

An in-depth study of the fundamentals of speech preparation; audience analysis, outlining, and research; delivery; attention, interest, and interaction; and critical evaluations.

MINIMUM REQUIREMENTS

Pre-Requisite:

HER 009, Fundamentals of Reading* or SAT Verbal Score of 290 or higher
HEW 009, Fundamentals of Writing* or SAT Verbal Score of 290 or higher
HSS 009, Fundamentals of Speech* or SAT Verbal Score of 290 or higher
HES 103, Study Skills*, recommended
HES 007, Developmental Spelling*, recommended

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center. The following skills are considered essential for success prior to enrolling in HSS 143, Speech:

English
1. Write clear complete sentences
2. Create effective sentence variety
3. Use descriptive language and imagery
4. Use correct punctuation
5. Use correct spelling
6. Use appropriate word choices
7. Know correct punctuation of words
8. Use correct subject-verb and pronoun-antecedent agreement
9. Develop and support ideas in written form
10. Use the library for both general and specialized research
11. Know appropriate development and symbol system in outlining

Reading
1. Able to use specialized vocabulary in chosen situations
2. Can identify main and supporting ideas
3. Can draw inferences from given information and evidence
4. Able to read the text
5. Can comprehend and summarize materials from reading
6. Can locate information within the text
7. Can differentiate between fact and opinion
8. Can adapt reading rates to text requirements
9. Can read, interpret, and follow directions
10. Read critically, evaluating worth of ideas and opinions
11. Recognize organizational patterns (cause/effect, chronological, spatial, topical, and others)
12. Use dictionary and similar reference guides
13. Recognize the textbook content sequence

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential direction
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate points
6. Distinguish among observations, inferences, and judgements
7. Compare and/or contrast two or more items
8. Analyze and describe parts of an object or system
9. Identify cause/effect relationships and problem/solution relationships
10. Make decisions and follow a planned course of action
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions
12. Analyze a group of individuals and select the appropriate evidence to be used in a variety of situations

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from lecture/discussion and textbook
3. See the relationship between ideas and recognize main points and supporting details
4. Study for and take tests in the following formats: objective, fill in the blank, and short answer
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques (goal setting, decision making, attitude, self-image)
8. Use effective listening techniques
9. Locate and use campus resources
10. Use effective memory and concentration techniques
11. Locate reference materials in the library
12. Able to communicate with the instructor and other students
13. Ask questions appropriate to the context.

INTERPERSONAL COMMUNICATION, HSS 148

(Class offered fall and spring semesters)

COURSE SUMMARY

An interpersonal communication course providing theory, actual practice, and criticism for examining and changing human interaction in face-to-face situations. The course will focus on perception, attitudes, message encoding and decoding, feedback, active listening, causes for communication breakdowns, and other elements affecting interpersonal communication.

MINIMUM REQUIREMENTS

Pre-Requisite:

HER 009, Fundamentals of Reading* or SAT Verbal Score of 290 or higher
HEW 009, Fundamentals of Writing* or SAT Verbal Score of 290 or higher
HSS 009, Fundamentals of Speech* or SAT Verbal Score of 290 or higher
HES 007, Developmental Spelling*, recommended
HES 103, Study Skills*, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition I*

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center. The following skills are considered essential for success prior to enrolling in HSS 148, Interpersonal Communication:

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Use basic punctuation
4. Spell words correctly
5. Use standard English correctly (appropriate word choices, subject/verb and pronoun/antecedent agreement, and others)
6. Develop and support an idea in written form
7. Write a well-organized paragraph
8. Write a well-organized essay or other multi-paragraph paper (book and/or movie reaction paper, short paragraphs based on course-related topics, interview questions and responses)

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Draws inferences and conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within the text
7. Read at variable rates as determined by text requirements
8. Read and follow directions
9. Read critically, evaluating worth of ideas and opinions
10. Recognize paragraph structure such as cause/effect
11. Use dictionary or similar references
12. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential direction

3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate points
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system
10. Identify cause/effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions
13. Use mental scripts to enact appropriate behaviors in various interpersonal contexts

Study Skills/Communication Skills
1. Use effective textbook study techniques
2. Take competent notes from textbook, lecture/discussion, and interview
3. Understand and use effective organizational skills
4. Study for and take exams in the following formats: objective, fill in the blank, short answer, and short essay

Fundamentals of Acting, HSS 146
Stagecraft, HSS 203
Theatre History I, HSS 245

(Classes offered Fall Semester only)

COURSE SUMMARY

HSS 146 - Introduction to Acting skills and techniques for the theatre.
HSS 203 - Introduction to Technical Theatre Skills.
HSS 245 - A Theatre History course covering the period from the origins of theatre to the beginning of the 19th century.

Protected Courses: HSS 146, HSS 203, HSS 245

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HSS 100 - Theatre Appreciation, recommended
HES 103, Study Skills, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition I*

Recommended High School Level Background Courses

English
Drama and Speech
Pre-Algebra

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

The following skills are deemed necessary for entering students:

Math

1. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
2. Recognize Roman Numerals

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English (appropriate word choice, pronouns, and verbs correctly)
7. Recognize and avoid sentence fragments.
8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.
11. Write a well-organized essay or other multi-paragraph paper.
12. Write and correctly document a research paper (HSS 245 only).
13. Write timed, in-class essays or reports.
14. Write an essay examination (HSS 245 only)
15. Use the library for general research.
16. Use the library for specialized research in your area.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at a solution.

Study Skills/Communication Skills

1. Use effective textbook study techniques (understand textbook organization and able to use survey, questions, read, record, review)
2. Take competent notes from lecture/discussions, textbook, and AV materials. Understand and use effective organization skills.

3. Study for and take tests in the following formats:
   a. Objective, true/false, multiple choice, matching
   b. fill in the blank
   c. short answer
   d. essay (HSS 203, HSS 245 only)
   e. problem solving (HSS 203 only)
   f. Laboratory performance (HSS 203 only)
4. Able to use test wiseness techniques
5. Use effective time-management techniques (goal setting, decision making, attitude, self-image).
6. Use effective listening techniques.
7. Use and locate campus resources.
8. Use effective memory and concentration techniques.
9. Locate reference materials in the library
10. Familiar with career planning/resources.
11. Able to communicate with instructor and other students.
12. Ask questions appropriate to the discussion.

Voice and Articulation, HSS 201
Oral Interpretation of Literature, HSS 202
Theatre History II, HSS 250

(Classes offered Spring Semester only)

COURSE SUMMARY

HSS 201 - This course is designed to train and improve the speaking voice. Required learning: International Phonetic Alphabet.

HSS 202 - This course teaches the interpretation of literature to an audience.

HSS 250 - A Theatre History course covering the period from the beginning of the 19th century to the present day.

Protected Courses: HSS 201, HSS 202, HSS 250
(Since these courses are offered Spring Semester, it is possible/probable that Fall students may have already completed the pre-requisites. Incoming spring students may not have completed the pre-requisites.)

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
HES 103, Study Skills, recommended
SMA 009, Arithmetic or SMA 011, Pre-Algebra, recommended
HAH 110 - Art Appreciation or HMM Music Elective, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition I*

Recommended High School Level Background Courses

English and Literature
Speech and Drama

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

The following skills are deemed necessary for entering students:

Math
1. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
2. Recognize Roman Numerals (for HSS 250 only)

English
1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English (appropriate word choice, pronouns, and verbs correctly)
7. Recognize and avoid sentence fragments.
8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.
11. Write a well-organized essay or other multi-paragraph paper. (HSS 201 and 250 only)
12. Write and correctly document a research paper (HSS 250 only).
13. Write timed, in-class essays or reports. (HSS 250 only).
14. Write an essay examination.
15. Use the library for general research.
16. Use the library for specialized research in your area. (HSS 201 and HSS 250 only).

Reading
1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics. (HSS 201 and HSS 250 only)
8. Differentiate between fact and opinion
9. Read and interpret graphics. (HSS 250 only).
10. Read at variable rates as determined by text requirements. (HSS 201 and HSS 250 only)
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions. (HSS 201 and HSS 250 only)
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills
1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions. (HSS 201 and HSS 250 only)
4. Apply general concepts to specific cases. (HSS 201 and HSS 250 only)
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences. (HSS 201 and HSS 250 only).
9. Analyze and describe parts of an object or system. (HSS 201 and HSS 250 only)
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at a solution. (HSS 201 and HSS 250 only)

Study Skills/Communication Skills

1. Use effective textbook study techniques (understand textbook organization and able to use survey, questions, read, record, review)
2. Take competent notes from lecture/discussions, textbook and AV materials. Understand and use effective organization skills.
3. Study for and take tests in the following formats:
   a. Objective, true/false, multiple choice, matching
   b. fill in the blank
   c. short answer
   d. essay (HSS 202 and HSS 250 only)
4. Able to use test wiseness techniques
5. Use effective time-management techniques (goal setting, decision making, attitude, self-image).
6. Use effective listening techniques.
7. Use and locate campus resources.
8. Use effective memory and concentration techniques.
9. Locate reference materials in the library
10. Familiar with career planning/resources.
11. Able to communicate with instructor and other students.
12. Ask questions appropriate to the discussion.

HEALTH, PHYSICAL EDUCATION AND RECREATION DIVISION

PHYSICAL EDUCATION — ATHLETIC TRAINING OPTION (3103)

(Associate Degree: start fall semester only)

COURSE DESCRIPTION

The Athletic Training Program Option is designed to prepare students to enter a four year institution NATA approved curriculum or internship athletic training program. Most such programs are structured to begin with the junior year. Requirements for direct admission varies from one institution to another. However, fundamental requirements are similar. Students must complete all requirements in the Vincennes University Program in addition to unique admission requirements of some four year institution programs in order to obtain direct admission. Some of the various employment markets for graduates from a four year institution and following NATA Certification include employment in the professional, college, high school, and clinical settings.

MINIMUM REQUIREMENTS

Protected Course:

PPP 208, Athletic Training and Emergency First Aid

Pre-Requisites

HER 011, Reading Techniques*
HEW 009, Fundamentals of Writing*
SLS 111 & SLL 111, Anatomy and Physiology I*
HES 103, Study Skills*, recommended
HSS 009, Fundamentals of Speech*, recommended
HES 007, Developmental Spelling*, recommended

Co-Requisites

SLS 111 and SLL 111, Anatomy and Physiology* and consent of the instructor and/or SAT 350 verbal or higher
PPP 252, Practicum I

Recommended High School Level Background Courses

***English Composition**
***Two semesters of high school mathematics including one semester of algebra with grades of "C" or better.**
***Two semesters of high school biology or other life science course with a grade of "C" or better.**

*Courses are available through Vincennes University, and tutoring assistance is available through Study Skills Center as per students' needs and to help students achieve success.

ENTRY LEVEL SKILLS

Some of the skills listed below will be reviewed as part of the curriculum. A thorough understanding of Life Science, English, Math, Reading, and Study Skills will be beneficial to the success of the students. Additional skills will be gained through the entire curriculum at Vincennes University. The Vincennes University catalog contains a program outline, class requirements, and course descriptions.

Math

The mathematical operations listed below are critical to the success of students in the athletic training program. Therefore, it is to their advantage to have acquired these skills prior to entrance.

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Use basic arithmetic calculators
6. Use a ruler
7. Measure objects using English and metric units

English

In the written communication skills course (HEW 101) during the first semester, students will review grammar skills and must develop multi-paragraph papers. To improve success in this course, students should have acquired the following skills prior to program entrance.

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary
5. Use standard English
6. Avoid sentence fragments
7. Avoid comma splices and run-on sentences
8. Develop and support an idea in written form
9. Write a well-organized paragraph
10. Write a well-organized or multi-paragraph paper
11. Use the library for general research

Reading

Textbooks used in the program are of highly scientific and professional nature. Students should have the following skills prior to program entry:

1. Able to learn specialized vocabulary
2. Able to read the text
3. Identify main and supportive ideas
4. Comprehend and summarize materials read
5. Locate information within a text
6. Read at variable rates as determined by text requirements
7. Read and follow directions
8. Read critically, evaluating worth of ideas and opinions
9. Use dictionary or similar reference

Thinking

The following thinking skills should be developed prior to entry into the program:

1. Classify, store, retrieve information
2. Follow sequential instructions
3. Apply general concepts to specific cases
4. Identify similarities and differences among two or more items
5. Make decisions and follow a planned course of action

Study Skills/Communication Skills

Study skills and communication between faculty, coaches, athletes, physicians, and students are essential traits that students in the program should have. Whether written or oral, students must be able to communicate effectively.

1. Use effective textbook study techniques
2. Take competent notes from lectures, discussions, textbooks, labs, and AV material
3. Study for and take tests in the following formats:
   a. Objective - true/false, multiple choice, matching, diagrams
   b. Fill-in the blank
   c. Short answer
   d. Essay
   e. Laboratory performance
4. Able to use test-wiseness techniques
5. Use effective time-management techniques
6. Use effective listening techniques
7. Use effective memory and concentration techniques
8. Locate reference materials in the library
9. Familiar with career planning/resources
10. Able to communicate with instructor and other students
11. Ask questions appropriate to discussion and evaluation
12. Able to communicate with coaches, athletes, and allied health professionals.

SCIENCE AND MATHEMATICS DIVISION
ELEMENTARY CHEMISTRY, SCM 100
INTRODUCTION TO CHEMISTRY, SCM 103
GENERAL CHEMISTRY, SCM 105

COURSE SUMMARY

Both SCM 100 and SCM 103 are courses intended for students whose curriculum requires chemistry but who have not had any previous courses in the subject. SCM 103 is intended for those students who will be enrolled later in SCM 105; however, many students enrolled in the course do not intend to enroll in SCM 105.

MINIMUM REQUIREMENTS

Protected Course: SCM 100, Elementary Chemistry

Pre-Requisite:

HER 009, Fundamentals of Reading*
SMA 009, Arithmetic*

Co-Requisite:

HER 011, Reading Techniques*
SMA 011, Pre-Algebra*

Protected Course: SCM 103, Introduction to Chemistry

Pre-Requisite:

HER 009, Fundamentals of Reading*
SMA 011, Pre-Algebra*

Co-Requisite:

HER 011, Reading Techniques*
SMA 012, Beginning Algebra

Protected Course: SCM 105, General Chemistry

Pre-Requisite:

HER 011, Reading Techniques*
SMA 101, Intermediate Algebra (or appropriate)

Co-Requisite

SMA 102, College Algebra (SMA 101 may be concurrent only if student has taken SCM 103 or appropriate)

Recommended High School Level Background Courses:

Chemistry

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

ENTRY LEVEL SKILLS FOR SCM 100

English

1. Write complete sentences
2. Correctly spell general and career vocabulary
3. Use standard English, appropriate word choices, correct pronouns and verbs
4. Write an essay exam

Math

1. Use standard operations, fractions, and decimals
2. Use a calculator and ruler
3. Recognize geometric figures and Roman Numerals
4. Measure in both English and metric units
5. Estimate answers prior to calculation

Reading

1. Understand specialized vocabulary and recognize main and supportive ideas
2. Comprehend and summarize material read
3. Locate information within text
4. Read and follow directions
5. Use a dictionary or similar reference
6. Recognize textbook sequence

Study/Communication

1. Use effective study techniques, e.g. the SQ3R method
2. Take competent notes from lecture and textbook
3. Use effective organizational skills
4. Study for and take tests - objective, short answer, essay, and problem solving
5. Use effective time-management techniques
6. Use listening skills to identify the main points stressed in the lecture
7. Locate and use campus resources
8. Use memory and concentration techniques to recall needed information
9. Communicate with other students and instructor
10. Ask questions appropriate to topic

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential directions
3. Think of examples to illustrate the point
4. Identify similarities and differences
5. Make decisions and follow a planned course of action

ENTRY LEVEL SKILLS FOR SCM 103

English

In addition to those skills listed for SCM 100, the following should be added

1. Use correct punctuation

Math

In addition to those skills for SCM 100, the following should be added

1. Calculate with denominate numbers

Reading-Study/Communication-Thinking

All skills required for SCM 103 are also listed for SCM 100

ENTRY LEVEL SKILLS FOR SCM 105

English

In addition to those skills listed for SCM 103, the following should be added

1. Avoid sentence fragments, comma splices, and sentence run-on
2. Write well-organized paragraphs

3. Write essays or multi-paragraph papers
4. Write and document a research paper
5. Use the library for general and specialized research

Math

In addition to those skills listed for SCM 103, the following should be added

1. Use percentages
2. Solve word problems
3. Use scientific notation
4. Understand ratios
5. Interpret charts, graphs, and tables
6. Use scientific calculators with specific functions

Reading and Study/Communication

All skills required for SCM 105 are listed for SCM 100

Thinking

In addition to those skills listed for SCM 103, the following should be added

1. Apply general concepts to specific cases
2. Make observations and draw inferences
3. Analyze and describe parts of a system

EARTH SCIENCE, SES 100

(Class offered spring, summer, and fall semesters)

COURSE SUMMARY

Introduction to fields of geology, meteorology, oceanography, and astronomy. Designed especially for non-science majors.

MINIMUM REQUIREMENTS:

Protected Course: SES 100, Earth Science

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
SMA 011, Pre-Algebra, recommended
HES 103, Study Skills, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Composition I
SMA 011, Pre-Algebra, recommended
HES 105, Learning Strategies, recommended

Recommended High School Level Background Courses:

English
General Science
Arithmetic
Pre-Algebra

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, English*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

Math

The following skills are deemed necessary for any student entering SES 100:

1. Use standard operations with whole numbers
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Use standard operations with signed numbers.
9. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
10. Manipulate formulas for finding area and volume.
11. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
12. Understand rations.
13. Solve problems involving ratio and proportion.
14. Estimate answer prior to using calculator.

NOTE: Math skills are particularly important to understanding basic scientific concepts and are used extensively in the laboratory.

English

The following skills are deemed necessary for any student entering SES 100:

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English (use appropriate word choice, pronouns, and verbs correctly).
7. Recognize and avoid sentence fragments.
8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.

NOTE: Basic English and grammar skills are essential, so the SES 100 student can comprehend and spell the technical terminology inherent to any science class.

Reading Skills

The following skills are deemed necessary for any student entering SES 100:

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills
The following skills are deemed necessary for students entering SES 100:
1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

NOTE: Students in SES 100 are expected to do more than just memorize large amounts of facts, figures, and statistics. They should be able to use their knowledge to rationally solve scientific problems or questions, even if such problems are not directly addressed by lecture or text. As long as they are presented the information necessary to solve a problem, they should be able to rationally draw a conclusion.

Study Skills/Communication Skills
The following skills are deemed necessary for students entering SES 100:
1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion, textbook, and other sources.
3. Understand and use effective organization skills.
4. Study for and take tests in the following areas: objective, fill-in-the blank, short answer, essay, problem solving, and laboratory performance.
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques.
8. Use effective listening techniques.
9. Use and locate campus resources.
10. Use effective memory and concentration techniques.
11. Able to communicate with instructor and other students.
12. Ask questions appropriate to the discussion.

HUMAN BIOLOGY, SLS 100

(Class offered fall and spring semesters)

COURSE SUMMARY
Survey of structure and function of several of the body systems on the cellular, tissue, and organ level. Systems functioning as an entity are emphasized.

MINIMUM REQUIREMENTS

Protected Course: SLS 100, Human Biology

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HES 103, Study Skills*
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques
HER 102, Reading in the Content Area
HEW 101, English Composition I
SMA 011, Beginning Algebra - recommended

Recommended High School Level Background Courses:

English
Arithmetic
Pre-Algebra
General Science

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

The following skills are expected of students who enroll in Human Biology and Plant and Animal Biology. Without a majority of these skills, students will not be successful in completion of these courses.

Math

1. Standard operations
2. Fractions
3. Decimals
4. Recognition of geometric figures
5. Conversion between measurement systems

English

1. Write complete sentences
2. Correct punctuation
3. Correctly spell general vocabulary
4. Spell career vocabulary
5. Use standard English (appropriate word choice, pronoun, verbs)
6. Avoid sentence fragments
7. Write well-organized paragraphs
8. Write essays or multi-paragraphed paper
9. Write in-class essays or reports
10. Library research-general
11. Library research-specialized area

Reading

1. Specialized vocabulary
2. Main and supportive ideas
3. Inferences and conclusions
4. Comprehend and summarize material read
5. Read text
6. Locate information within text
7. Read and interpret schematics
8. Read at variable rates determined by text
9. Read and follow directions
10. Recognize paragraph structure (cause/effect, etc.)
11. Use dictionary or similar reference

Life Science I, SLS/SLL 105
(Class offered fall semester)

COURSE SUMMARY

Life Science I is an integrated approach to the study of living organisms, including genetics, cytology, cell respiration, photosynthesis, animal morphology and physiology. This course is required of agricultural, life science and medical science majors.

MINIMUM REQUIREMENTS

Pre-Requisite:

***SAT Verbal of 340 or higher or successful completion of HER 011, Fundamentals of Reading**
***SAT Math of 390 or higher or successful completion of SMA 012, Pre-Algebra**

***Or a combined SAT V/M of 780 or higher (if has a 290-330 SAT Verbal)**

Co-Requisites:

SLL 105, Life Science Lab - required co-requisite +

The student must be at the level of or may enroll in:

SCM/SCL 105, General Chemistry
SMA 101, Intermediate Algebra*
HEW 101, English Composition*

Recommended Courses:

If SAT Verbal is 290-330, SLS 101, Plant and Animal Biology

Recommended Courses in High School:

Minimum - Biology, Chemistry, 3 years of algebra sequence

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

The following skills are considered essential for success prior to enrolling in SLS/SLL 105, Life Science I

Math

1. Use standard operations
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Calculate percentages
5. Solve word problems using standard arithmetic operations
6. Use basic arithmetic calculators
7. Use a ruler
8. Use standard operations with signed numbers
9. Use standard operations on algebraic terms
10. Solve algebraic equations using standard operations
11. Manipulate algebraic expressions using standard operations
12. Solve word problems using algebra
13. Use scientific notation
14. Recognize geometric figures
15. Manipulate formulas for finding area and volume
16. Measure objects using English and Metric units
17. Make conversions between measurement systems
18. Understand ratios

19. Solve problems using ratio and proportions
20. Interpret charts, graphs, or tables
21. Calculate with denominate numbers
22. Solve or work with formulas involving powers or roots
23. Solve equations or formulas with several sets of grouping symbols
24. Estimate answer prior to using calculator
25. Use scientific calculators with specific functions
26. Recognize Roman Numerals

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly use basic punctuation
4. Correctly spell general vocabulary
5. Use standard English - appropriate word choice, use pronouns and verbs correctly
6. Recognize and avoid sentence fragments
7. Recognize and avoid comma splices and run-on sentences
8. Develop an idea and support it in written form
9. Write a well-organized paragraph
10. Write a well-organized essay or other multi-paragraph paper
11. Write and correctly document a research paper
12. Write in-class essays or reports
13. Write an essay examination
14. Use the library for general research
15. Use the library for specialized research in your area

Reading

1. Able to learn specialized vocabulary
2. Identify main and supporting ideas
3. Draw inferences or conclusions
4. Able to read text
5. Comprehend and summarize materials read
6. Locate materials within a text
7. Read and interpret schematics
8. Differentiate between fact and opinion
9. Read and interpret graphics
10. Read at variable rates as determined by the textbook requirements
11. Read and follow directions
12. Read critically, evaluating worth of ideas and opinions
13. Recognize paragraph structure such as cause and effect
14. Use dictionary or similar reference
15. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Able to think of examples to illustrate a point
6. Distinguish among observations, inferences, and judgements
7. Identify similarities and differences among two or more items
8. Make observations and draw related inferences
9. Analyze and describe parts of an object or system
10. Identify cause and effect relationships
11. Make decisions and follow a planned course of action
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions

Study Skills/Communication Skills

1. Use effective textbook study techniques (understand textbook organization and be able to survey, question, read, record, and review)

2. Take competent notes from lecture, textbook, A-V presentation, and lab observations
3. Understand and use effective organization skills
4. Study and take tests in the following formats - objective, fill in the blank, short answer, essay, problem solving, and lab performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference materials in the library
12. Able to communicate with instructor and other students
13. Ask questions appropriate to the discussion

PLANT & ANIMAL BIOLOGY, SLS 101

(Class offered fall and spring semesters)

COURSE SUMMARY

Analyze the cellular, tissue, and organ level of development of both plants and animals, emphasizing similarities and differences between the two.

MINIMUM REQUIREMENTS

Protected Course: SLS 101, Plant and Animal Biology

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
HES 103, Study Skills, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Composition I
HES 105, Learning Strategies, recommended
SMA 011, Pre-Algebra - recommended

Recommended High School Level Background Courses:

English
Arithmetic
Pre-Algebra
General Science

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

A good foundation of Math*, Reading*, Communication*, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

Math

1. Standard operations
2. Fractions
3. Decimals

4. Recognition of geometric figures
5. Conversion between measurement systems
6. Percentages
7. Calculators
8. Ruler
9. Scientific notation
10. Measure in English and metric units
11. Estimate answer prior to using a calculator

English

1. Write complete sentences
2. Correct punctuation
3. Correctly spell general vocabulary
4. Spell career vocabulary
5. Use standard English (appropriate word choice, pronoun, verbs)
6. Avoid sentence fragments
7. Write well-organized paragraphs
8. Write essays or multi-paragraphed paper
9. Write in-class essays or reports
10. Library research-general
11. Library research-specialized area

Reading

1. Specialized vocabulary
2. Main and supportive ideas
3. Inferences and conclusions
4. Comprehend and summarize material read
5. Read text
6. Locate information within text
7. Read and interpret schematics
8. Read at variable rates determined by text
9. Read and follow directions
10. Recognize paragraph structure (cause/effect, etc.)
11. Use dictionary or similar reference
12. Differentiate fact and opinion
13. Read and interpret graphics

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential directions
3. Apply general concepts to specific cases
4. Make observations and draw related inferences
5. Analyze and describe parts of object or system
6. Identify cause/effect relationships
7. Make decisions, follow planned course of action
8. Think of examples to illustrate points
9. Distinguish observations, inferences, and judgements
10. Identify similarities and differences

Study Skills/Communication Skills

1. Use effective textbook study techniques
2. Take competent notes from lecture, textbook, AV materials, labs
3. Understand and use effective organizational skills
4. Study for and take objective and essay tests
5. Test wiseness-techniques
6. Time management
7. Self-management goals, decisions, attitude, self-concept
8. Listening
9. Campus resources

10. Memory and concentration
11. Locate reference materials in library
12. Communicate with students and instructors
13. Ask questions appropriate to discussion

Fortran Programming for Engineers and Scientists, SPH 101
C Programming for Engineers and Scientists, SPH 104

COURSE SUMMARY

SPH 101 - A programming class using the Fortran 77 language covering the following topics: input/output, branching, looping, decision making, iterative techniques, formats, arrays, library functions, algorithms, subprograms, subroutines, and flow charts.

SPH 104 - An introductory course in computer programming with emphasis on problem solving utilizing the C-plus-plus language. The course will also cover software applications.

MINIMUM REQUIREMENTS

Pre-Requisites:

Protected Course: SPH 101

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 012, Beginning Algebra*

Co-Requisite:

SMA 101, Intermediate Algebra or higher

Protected Course: SPH 104

Pre-Requisite:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 012, Beginning Algebra*

Co-Requisite:

SMA 101, Intermediate Algebra or higher*

Recommended High School Level Background Courses:

Algebra
Trigonometry

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

The following skills are deemed necessary for any student entering SPH 101/104:

Math
1. Use standard operations with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals

4. Calculate percentages
5. Solve word problems using standard arithmetic operations
6. Use standard operations with whole numbers
7. Use standard operations on algebraic terms
8. Solve algebraic equations using standard operations
9. Manipulate algebraic expressions using standard operations
10. Solve word problems using algebra
11. Use scientific notation
12. Manipulate formulas for finding area and volume
13. Understand ratios
14. Interpret charts, graphs, or tables
15. Graph line equations
16. Calculate with denominate numbers
17. Solve or work with formulas involving powers or roots.

NOTE: Math skills are of particular importance for a class in computer programming. Student success will hinge on their comprehension of the above listed math skills.

English

1. Write clear, complete sentences

NOTE: Since course success centers more around math skills, the student's success does not depend on extensive English skills.

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas
3. Able to read the text
4. Comprehend and summarize materials read
5. Locate information within a text.
6. Read and interpret schematics
7. Read at variable rates as determined by text requirements
8. Read and follow directions
9. Recognize paragraph structure such as cause/effect
10. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Develop and present sequential instructions
4. Apply general concepts to specific cases
5. Make observations and draw related inferences
6. Analyze and describe parts of an object or system
7. Identify cause and effect relationships
8. Make decisions and follow a planned course of action
9. Analyze a problem, investigate causes, evaluate alternatives, and arrive at a solution
10. Understand how to proceed logically from INPUT to arrive at desired OUTPUT for a computer program. Intuitively see the progression of steps required to reach a desired outcome.

NOTE: The area of thinking is the most crucial to a student's success in SPH 101/104. Items 2 and 3 correlate closely with a student's ability to write successful computer programs. Item 9 correlates well with a student's ability to correct problems within a computer program. The ability to think logically is a major skills required.

Study Skills/Communication Skills

1. Use effective textbook study techniques
    a. Understand textbook organization
    b. Able to use SQ3R (survey, question, read, record, review)
2. Take comprehensive notes from:
    a. Lecture/discussion
    b. Textbook

3. Understand and use effective organization skills.
4. Study for and take tests in the following formats:
    a. Objective, true/false, multiple choice, matching
    b. Fill in the blank
    c. Short answer
    d. Problem solving
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Able to communicate with instructor and other students
12. Ask appropriate questions to the discussion

Anatomy & Physiology I, SLS/SLL 111
(Class offered fall and spring semesters)

COURSE SUMMARY

Anatomy and Physiology I is the study of the human body structure and function. Cells, tissues, integument, skeletal system, nervous system, general and special senses are examined.

MINIMUM REQUIREMENTS

Pre-Requisite:

SAT Verbal of 340 or higher or successful completion of HER 011, Fundamentals of Reading
SAT Math of 350 or higher or successful completion of SMA 011, Pre-Algebra

Co-Requisites:

SLL 111, Anatomy and Physiology Lab - required co-requisite with SLS 111

The student must be at the level of and may enroll in:

HEW 101, English Composition*
SMA 012, Beginning Algebra*

Recommended Courses:

If SAT Verbal is 290-330, SLS 100, Human Biology
If SAT Verbal is 340 or above, DHR, Medical Terminology

Recommended Courses in High School:

Minimum - Biology, Chemistry, 2 years of Algebra

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

The following skills are considered essential for success prior to enrolling in SLS/SLL 111, Anatomy and Physiology I:

Math
1. Use standard operations
2. Use standard operations with fractions

3. Use standard operations with decimals
4. Calculate percentages
5. Use a ruler
6. Measure objects using metric and English units
7. Make conversions between measurement systems
8. Interpret charts, graphs, or tables
9. Recognize Roman Numerals

English

1. Write clear, complete sentences
2. Create effective sentence variety
3. Correctly use basic punctuation
4. Correctly spell general vocabulary
5. Correctly spell related vocabulary
6. Use standard English - appropriate word choice, use pronouns and verbs correctly
7. Recognize and avoid sentence fragments
8. Recognize and avoid comma splices and run-on sentences
9. Develop an idea and support it in written form
10. Use the library for general research

Reading

1. Able to learn specialized vocabulary
2. Identify main and supporting ideas
3. Draw inferences or conclusions
4. Able to read text
5. Comprehend and summarize materials read
6. Locate materials within a text
7. Read and interpret schematics
8. Differentiate between fact and fiction
9. Read and interpret graphics
10. Read at variable rates as determined by the textbook
11. Read and follow directions
12. Recognize paragraph structure such as cause and effect
13. Use dictionary or other similar reference
14. Recognize the textbook content sequence

Thinking Skills

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Apply general concepts to specific cases
4. Able to think of examples to illustrate a point
5. Distinguish among observations, inferences, and judgements
6. Identify similarities and differences among two or more items
7. Make observations and draw related inferences
8. Analyze and describe parts of an object or system
9. Identify cause and effect relationships
10. Make decisions and follow a planned course of action
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions

Study Skills/Communication Skills

1. Use effective textbook study techniques (understand text book organization and be able to survey, question, read, record, and review)
2. Take competent notes from lecture, textbook, audio, and labs
3. Understand and use effective organization skills
4. Study and take tests in the following formats - objective, fill in the blank, short answer, lab performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques

8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference materials in the library
12. Able to communicate with instructor and other students
13. Ask questions appropriate to the discussion

TECHNOLOGY DIVISION

AVIATION FLIGHT, 8090

(Associate Degree: start fall or spring semesters)

COURSE SUMMARY

Primary ground and flight training prepares the student for the Federal Aviation Agency written exam and for the Private Pilot Certificate through the study of the airplane, navigation, meteorology, radio communications, Federal Aviation Regulations, and private pilot flight maneuvers.

Flight Aviation is a program that builds on past knowledge and experience requiring that certain courses be taken in sequence. TAF 100 and TAF 105 are introductory courses that provide a foundation for flight activities occurring in parallel, and for required flight and ground courses yet to be taken. Any interruptions of this sequence not only has a "ripple effect" throughout the VU flight program due to complex networking of schedules, etc., but compounds the problems the student faces when trying to complete his/her program in a timely manner.

MINIMUM REQUIREMENTS

Protected Courses:

TAF 100, Primary Ground School
TAF 105, Primary Flight

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 011, Pre Algebra*
HSS 009, Fundamentals of Speech, recommended
HES 103, Study Skills, recommended
HES 007, Developmental Spelling, recommended
PPE, recommended

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Composition I
SMA 012, Beginning Algebra*

Recommended High School Level Background Courses:

ENTRY LEVEL SKILLS

Good Math, English, Reading, Communication, and Study Skills are necessary for the success of Aviation Flight students. Additional educational skills will be taught as part of the Vincennes University curriculum.

Students should possess the following skills prior to enrolling in TAF 100 and 105, Aviation Ground and Flight.

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use standard operations on algebraic terms.
8. Recognize geometric figures such as squares, triangles, etc.
9. Manipulate formulas for finding area and volume.
10. Make basic constructions, triangles, etc.
11. Measure objects using English and metric.
12. Make conversions between measurement systems.
13. Understand ratios.
14. Recognize Roman Numerals.

English

1. Write clear, complete sentences.
2. Use correct basic punctuation.
3. Correctly spell general vocabulary.
4. Correctly spell career related vocabulary.
5. Develop and support an idea in written form.
6. Write a well-organized paragraph.
7. Write in-class essays or reports.
8. Use library for research.
9. Use the library for specialized research.

Reading

1. Able to learn specialized vocabulary.
2. Draw inferences or conclusions.
3. Able to read the text.
4. Comprehend and summarize materials read.
5. Locate information within text.
6. Differentiate between fact and fiction.
7. Read and follow directions.
8. Use dictionary or similar reference.

Thinking Skills

1. Classify, store and, retrieve information.
2. Follow sequential instructions.
3. Apply general concepts to specific cases.
4. Identify similarities or differences among two or more items.
5. Make observations and draw related inferences.
6. Make decisions and follow a planned course of action.

Study Skills/Communications Skills

1. Use effective textbook study techniques.
2. Take competent notes.
3. Understand and use effective organization skills.
4. Study for and take objective, fill in the blank, short answers, and essay tests.
5. Use self-management techniques.
6. Use effective listening techniques.
7. Use effective memory and concentration techniques.
8. Able to communicate with instructor and students.
9. Ask questions appropriate to the discussion.

AVIATION MAINTENANCE TECHNOLOGY

MINIMUM REQUIREMENTS: None

The following skills are considered essential for success prior to enrolling in Aviation Maintenance Technology:

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
9. Manipulate formulas for finding unknown parts of geometric figures. (Example - Pythagorean theorem.)
10. Manipulate formulas for finding area and volume.

11. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
12. Measure objects using English and metric Units.
13. Make conversions between measurement systems.
14. Understand ratios.
15. Solve problems involving ratio and proportion.
16. Understand percentile, standard deviation, normal curve, etc.
17. Interpret charts, graphs or tables (interpolation, extrapolation, calculation of slopes, etc.)
18. Graph line equations.
19. Graph circles, hyperbolas, ellipses, etc.
20. Use right angle trigonometry.
21. Calculate with denominate (units) numbers.
22. Use arithmetic operations in different bases.
23. Solve or work with formulas involving powers or roots.
24. Estimate answer prior to using calculator.
25. Recognize Roman Numerals.

Because of the overlapping topics in the various math courses, please give examples of the various tables, graphs, word problems, equations, and calculations necessary for the course. This will allow a more detailed determination of the corresponding math course with the required skill levels.

English

1. Write clear, complete sentences.
2. Create effective sentence variety
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary
5. Correctly spell career related vocabulary
6. Use standard English
   a. Use appropriate word choice
   b. Use pronouns correctly
   c. Use verbs correctly
7. Recognize and avoid sentence fragments
8. Recognize and avoid comma splices and run-on sentences
9. Develop and support an idea in written form
10. Use the library for general research
11. Use the library for specialized research in your area.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions
3. Apply general concepts to specific cases.
4. Able to think of examples to illustrate a point.
5. Distinguish among observations, inferences, and judgments.
6. Identify similarities and differences among two or more items.

7. Make observations and draw related inferences.
8. Analyze and describe parts of an object or system.
9. Identify cause/effect relationships.
10. Make decisions and follow a planned course of action.
11. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques
   a. Understand textbook organization
   b. Able to use SQ3R (Survey, question, read, record, review)
2. Take competent notes from:
   a. Lecture/Discussion
   b. Textbook
   c. Other (AV materials, labs, etc.)
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details)
4. Study for and take tests in the following formats:
   a. Objective, true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answer
   d. Essay
   e. Problem solving (e.g. math)
   f. Laboratory performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use effective self-management techniques (goal setting, decision making, attitude, self image)
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference materials in the library
12. Familiar with career planning/resources
13. Able to communicate with instructor and other students
14. Ask questions appropriate to the discussion

FRAMING, TBM 105
FINISH CARPENTRY, TBM 160

MINIMUM REQUIREMENTS: None

The following skills are considered essential for success prior to enrolling in TBM 105, Framing and TBM 160, Finish Carpentry:

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers
2. Use standard operations with fractions
3. Use standard operations with decimals
4. Use basic arithmetic calculators
5. Use a ruler
6. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
7. Measure objects using English and metric Units.

English

1. Write clear, complete sentences
2. Correctly spell general vocabulary
3. Use the library for general research

Reading

1. Able to learn specialized vocabulary
2. Identify main and supportive ideas

3. Draw inferences or conclusions
4. Able to read the text
5. Comprehend and summarize materials read
6. Locate information within a text
7. Differentiate between fact and opinion
8. Read and interpret graphics
9. Read at variable rates as determined by text requirements
10. Read and follow directions
11. Use dictionary or similar reference

Thinking Skills
1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Identify similarities and differences among two or more items
4. Analyze and describe parts of an object or system.

Study Skills/Communication Skills
1. Take competent notes from:
   a. Lecture/discussion
   b. Textbook
   c. Other (AV materials, labs, etc.)
2. Study for and take tests in the following formats
   a. Objective, true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answer
   d. Problem solving (e.g. math)
3. Use effective self-management techniques (goal setting, decision making, attitude, self image)
4. Use effective listening techniques
5. Use and locate campus resources
6. Use effective memory and concentration techniques
7. Able to communicate with instructor and other students
8. Ask questions appropriate to the discussion

ARCHITECTURAL DRAFTING TECHNOLOGY 8300

(Associate Degree: start fall or spring semester)

COURSE DESCRIPTION

The Architectural Drafting Technology program is designed to develop the proper skills and knowledge required for satisfactory entrance into the field of building construction, drafting, and detailing. (See catalog description)
Some of the various employment markets for graduates are employment by architects, structural, civil, mechanical, electrical engineers, contractors, sub-contractors, building equipment manufactures, material suppliers, and building code officials.

MINIMUM REQUIREMENTS

Protected Courses:

TDA 110, Basic Architectural Drafting
TDI 140, Computer Aided Two-and Three Dimensional Drafting

Pre-Requisites (Students must complete all required English,

Math and Reading courses. Other recommended courses are optional)
HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
TDA 135, Residential Architectural Drafting*, recommended
HSS 009, Fundamentals of Speech*, recommended

HES 103, Study Skills*, recommended
HES 008, Developmental Spelling*, recommended

Co-Requisites

HER 011, Reading Techniques
HEW 101, English Comp I
SMA 011, Pre-Algebra* or SMT 105 Applied Math I*
HES 103, Study Skills * or
HES 105, Learning Strategies*, recommended

Recommended High School Level Background Courses, (but not Required for Program Entry)

***Composition**
***Algebra II**
***Geometry**
***Trigonometry**
***Physics**

*Courses are available through Vincennes University, and tutoring assistance is available through Study Skills Center as per students' needs and to help students achieve success.

ENTRY LEVEL SKILLS

Some of the skills listed in this documentation will be reviewed as part of the curriculum. A good foundation of Math*, English*, Reading*, Thinking, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond these listed will be taught as part of the entire curriculum at Vincennes University. (see catalog for program outline, class requirements, and course description)

DEPARTMENTAL APPROVAL

Math

Review of certain arithmetic operations such as percentages, ratios, proportions, powers, as well as principles of algebra, are quickly covered during the first semester, but the student is expected to have the following skills prior to program entry.

1. Correctly use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Correctly use standard operations with fractions.
3. Correctly use standard operations with decimals.
4. Correctly manipulate percentage expressions.
5. Solve word problems using standard arithmetic operations.
6. Correctly use standard operations with signed numbers.
7. Correctly use standard operation on algebra terms.
8. Correctly use scale/ruler for measurement.
9. Recognize standard geometric figures (triangles, circles, cones, etc.)
10. Correctly manipulate formulas for area and volume.
11. Correctly make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
12. Measure in English and Metric units.
13. Correctly understand ratio application.
14. Estimate answers prior to using a calculator.
15. Use scientific calculators with specific functions.

English

In the communication skills course (HEW 101) during the fall semester, students will review grammar skills and must develop a multi-paragraph paper (see catalog description). However, it is to the student's advantage to have acquired the following skills prior to program entry:

1. Construct clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (e.g. periods, commas, apostrophes, etc.).
4. Correctly spell general vocabulary.
5. Use standard English (appropriate word choice of pronouns, verbs, etc.).

6. Correctly avoid sentence fragments.
7. Avoid comma splices and run-on sentences.
8. Develop an idea and support in written form.
9. Write a well-organized paragraph.
10. Write a well-organized essay or other multi-paragraph paper.
11. Correctly use the library for general research.

Reading

Textbook use in the program and those assigned for outside reading are of a highly technical nature and are at 12 - 14th grade reading level. Students should have the following skills prior to program entry:

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text required.
11. Read critically, evaluate worth of ideas and content.
12. Use dictionary or similar reference.
13. Recognize the textbook content sequence.

Thinking

The following thinking skills should be developed prior to program entry:

1. Classify, store, and retrieve information
2. Follow sequential instructions
3. Apply general concepts to specific cases
4. Make observations and draw related inferences
5. Make decisions and follow a planned course of action
6. Have mechanical thinking processes
7. Have common sense application

Study Skills/Communication Skills

Study skills and communication between faculty, students, etc. are important traits that students should have. Whether writing or verbal, students must be able to communicate their ideas and answers.

1. Use effective textbook study techniques.
2. Take accurate notes from (lecture, textbook, audio visual materials, labs etc.)
3. Understand and use effective organizational skills
4. Study for and be able to take tests in the following formats:
   a. Objective - true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answers
   d. Problem solving (e.g. math)
   e. Laboratory performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use self-management (goal setting, decision making, attitude, self image)
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference material in the library
12. Able to communicate with instructor and other students
13. Ask questions appropriate to the discussion

INDUSTRIAL DRAFTING TECHNOLOGY 8330
(Associate Degree: start fall or spring semester)

COURSE DESCRIPTION

The Industrial Drafting Technology program is designed to develop the proper skills and knowledge required for satisfactory entrance into the field of product, tooling, die design, fixturing, assembly drafting, and detailing. (See catalog description)

Past graduates have been employed in various employment markets over the years. They have been employed by engineers: structural, mechanical, tooling, production, electrical, and communications companies. Product design drafting and tooling design rank high in Computer Aided Drafting/Design application for job market potential.

MINIMUM REQUIREMENTS

Protected Courses

TDI 110, Basic Industrial Drafting
TDI 140, Computer Aided Two-and Three-Dimensional Drafting

Pre-Requisites (Students must complete all required English, Math, and Reading courses before enrolling in protected courses. Other recommended courses are optional)

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
TDI 134, Introduction to Drafting*, recommended
HSS 009, Fundamentals of Speech*, recommended
HES 103, Study Skills*, recommended
HES 008, Developmental Spelling*, recommended

Co-Requisites

HER 011, Reading Techniques
HEW 101, English Comp I
SMA 011, Pre-Algebra* or SMT 105 Applied Math I*
HES 103, Study Skills* or
HES 105, Learning Strategies*, recommended

Strongly Recommended High School Level Background Courses, (but not Required for Program Entry)

***Composition**
***Algebra II**
***Geometry**
***Trigonometry**
***Physics**

*Courses are available through Vincennes University, and tutoring assistance is available through Study Skills Center as per students' needs and to help students achieve success.

ENTRY LEVEL SKILLS

Some of the skills listed in this documentation will be reviewed as part of the curriculum. A good foundation of Math*, English*, Reading*, Thinking, and Study Skills* will be beneficial to the success of students. In addition, educational skills beyond these listed will be taught as part of the entire curriculum at Vincennes University. (see catalog for program outline, class requirements, and course description)

DEPARTMENTAL APPROVAL

Math

Review of certain arithmetic operations such as percentages, ratios, proportions, powers, as well as principles of algebra, are quickly covered during the first semester, but the student is expected to have the following skills prior to program entry. The math skills in the Industrial Drafting curriculum can not be over emphasized as a requirement for success:

1. Correctly use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Correctly use standard operations with fractions.
3. Correctly use standard operations with decimals.
4. Correctly manipulate percentage expressions.
5. Solve word problems using standard arithmetic operations.
6. Correctly use standard operations with signed numbers.
7. Correctly use standard operation on algebra terms.
8. Correctly use scale/ruler for measurement.
9. Recognize standard geometric figures (triangles, circles, cones, etc.)
10. Correctly manipulate formulas for area and volume.
11. Correctly make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
12. Measure in English and Metric units.
13. Correctly understand ratio application.
14. Estimate answers prior to using a calculator.
15. Use scientific calculators with specific functions.

English

In the communication skills course (HEW 101) during the fall semester, students will review grammar skills and must develop a multi-paragraph paper (see catalog description). However, it is to the student's advantage to have acquired the following skills prior to program entry:

1. Construct clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (e.g. periods, commas, apostrophes, etc.).
4. Correctly spell general vocabulary.
5. Use standard English (appropriate word choice of pronouns, verbs, etc.).
6. Correctly avoid sentence fragments.
7. Avoid comma splices and run-on sentences.
8. Develop an idea and support it in written form.
9. Write a well organized paragraph.
10. Write a well organized essay or other multi-paragraph paper.
11. Correctly use the library for general research.

Reading

Textbook use in the program and those assigned for outside reading are of a highly technical nature and are at 12 - 14th grade reading level. Students should have the following skills prior to program entry:

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by required text.
11. Read critically, evaluating worth of ideas and content.
12. Use dictionary or similar reference.
13. Recognize the textbook content sequence.

Thinking

The following thinking skills should be developed prior to program entry:

1. Classify, store, and, retrieve information
2. Follow sequential instructions
3. Apply general concepts to specific cases
4. Make observations and draw related inferences
5. Make decisions and follow a planned course of action
6. Have mechanical thinking processes
7. Have common sense application

Study Skills/Communication Skills

Study skills and communication between faculty, students, etc. are important traits that students should have. Whether writing or verbalizing, students must be able to communicate their ideas and answers.

1. Use effective textbook study techniques.
2. Take accurate notes from (lecture, textbook, audio visual materials, labs etc.)
3. Understand and use effective organizational skills
4. Study for and be able to take tests in the following formats:
   a. Objective - true/false, multiple choice, matching
   b. Fill in the blank
   c. Short answers
   d. Problem solving (e.g. math)
   e. Laboratory performance
5. Able to use test-wiseness techniques
6. Use effective time-management techniques
7. Use self management (goal setting, decision making, attitude, self image)
8. Use effective listening techniques
9. Use and locate campus resources
10. Use effective memory and concentration techniques
11. Locate reference material in the library
12. Able to communicate with instructor and other students
13. Ask questions appropriate to the discussion

ELECTRONIC TECHNOLOGY PROGRAMS
(8360, 8361, 8362, 8363)
(Associate Degree: Start Fall or Spring Semester)

COURSE DESCRIPTION

The Electronic Technology Program is designed to develop the necessary knowledge and performance skills required for satisfactory entrance into the field of Electronic Technology. Various employment markets for electronic technicians include but are not limited to the following: the telecommunications industry, radio and television industries, medical and Biomedical industry, power plants and associated industry, and the computer industry.

MINIMUM REQUIREMENTS

Protected course

TEL 110, Basic Component and Circuit Analysis

Pre-requisites

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 011, Pre-Algebra*
HES 103, Skills for College Success*, recommended
TEL 100, Intro to Electronics Technology*, recommended with math level SMA 011 or less

Co-Requisites:

HER 011, Reading Techniques*
HEW 101, English Comp I*
SMA 012, Beginning Algebra or HIGHER *
HES 105, Practical Applications of Study Skills* recommended

Recommended High School Level Background Courses
***English Composition**
***Algebra II**
***Geometry**
***Trigonometry**
***Physics**

*Courses are available through Vincennes University, and tutoring assistance is available through the Study Skills Center as per students' needs.

ENTRY LEVEL SKILLS

Some of the skills listed in this documentation will be reviewed as part of the curriculum. A good foundation of Math, English, Reading, Thinking, and Study Skills will be beneficial to the success of electronic students. In addition, educational skills beyond these listed will be taught as part of the entire curriculum at Vincennes University. See the Vincennes University Catalog for program outlines, class requirements, and course descriptions.

Math

Review of certain mathematical operations such as powers and the algebraic manipulation of formulas are often covered in the first course of instruction in the electronic curriculum. However, the student is expected to have the following skills prior to program entry:

1. Correctly use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Correctly use standard operations with fractions.
3. Correctly use standard operations with decimals.
4. Correctly calculate percentages.
5. Correctly solve word problems using standard arithmetic operations.
6. Correctly use basic arithmetic calculators.
7. Correctly use a ruler.
8. Correctly use standard operations with signed numbers.
9. Correctly use standard operations on algebraic terms.
10. Correctly solve algebraic equations using standard operations.
11. Correctly manipulate algebraic expressions using standard operations.
12. Recognize geometric figures such as squares, rectangles, triangles, circles and etc.
13. Correctly make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.)
14. Understand ratios.
15. Correctly solve or work with formulas involving powers or roots.

English

In the English Composition I course (HEW 101), students will review grammar skills and will develop a multi-paragraph paper (see catalog description). However, it is to the student's advantage to have acquired the following skills prior to Electronic program entry:

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly use standard English (appropriate word choice, verbs, pronouns, etc.)
5. Recognize and avoid sentence fragments.
6. Recognize and avoid comma splices and run-on sentences.
7. Develop and support an idea in written form.
8. Write a well-organized paragraph.
9. Write a well-organized essay or other multi-paragraph paper.

Reading

Textbook use in the program of study and related material assigned as outside reading are of a highly technical nature and are at the 12th-15th grade reading level. Students should have the following skills prior to program entry:

1. Be able to learn a specialized vocabulary.
2. Be able to identify main and supportive ideas.
3. Be able to draw inferences or conclusions.
4. Be able to read the text book.
5. Be able to comprehend and summarize materials read.
6. Be able to locate information within a text.
7. Be able to differentiate between fact and opinion.
8. Be able to read and follow directions.
9. Be able to use a dictionary and similar reference.

Thinking

The following thinking skills should be developed prior to entry into the Electronics program:

1. Classify, store, and retrieve information.
2. Be able to follow sequential instructions.
3. Apply general concepts to specific cases.
4. Distinguish among observations, inferences, and judgments.
5. Identify similarities and differences among two or more items.
6. Make observations and draw related inferences.
7. Analyze and describe parts of an object or system.
8. Identify cause/effect relationships.
9. Make decisions and follow a planned course of action.
10. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study/Communication Skills

Study skills which allow full assimilation of course materials and communication skills are important traits that a student should possess. Students must be able to communicate their ideas and responses in both verbal and written form. The skills listed below will enhance the student's success in his/her chosen course of instruction.

1. Use effective textbook study techniques.
2. Take competent and comprehensive notes from Lecture or discussion, textbook, and other Audio-visual or Laboratory material.
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).
4. Study for and take tests in the following formats:
   a. Objective - true/false, multiple choice, and matching
   b. Fill in the blank
   c. Short answer
   d. Essay
   e. Problem solving (e.g. math)
   f. Laboratory performance
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques (goal setting, decision making, attitude, self image).
8. Use effective listening techniques.
9. Use effective memory and concentration techniques.
10. Be able to communicate with instructor and other students.
11. Ask questions appropriate to the discussion.

LASER COMPONENTS, TLO 130

COURSE SUMMARY

This sixteen week course will address the uses and characteristics of optical cleaning, component supports and mounts, optical rails, measuring devices, vibration isolation tables, optical breadboard tables, optical materials, optical coatings, mirrors, beamsplitters, windows, flats, filters, eatalons, prisms, fiber optics, diffraction gratings, polarizers, lenses, and nonlinear materials.

MINIMUM REQUIREMENTS

Protected Course: TLO 130, Laser Components

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 011, Pre-Algebra*
HES 103, Study Skills*, recommended

Co-Requisites:

HER 011, Reading Techniques*
SMA 012, Beginning Algebra or HIGHER*

Recommended High School Level Background Courses:

Composition
Algebra II
Geometry
Trigonometry
Physics

*Courses are available through Vincennes University, and tutoring assistance is available through Study Skills Center as per students' needs.

ENTRY LEVEL SKILLS

A good foundation in Math and English, combined with reading and thinking skills, are beneficial and helpful for student progress and development. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.
Students should possess the following skills prior to enrolling in TLO 130, Laser Components.

Math

1. Correctly use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Correctly use standard operations with fractions.
3. Correctly use standard operations with decimals.
4. Correctly calculate percentages.
5. Correctly solve word problems using standard arithmetic operations.
6. Correctly use basic arithmetic calculators.
7. Correctly use a ruler.
8. Correctly use standard operations with signed numbers.
9. Correctly use standard operations on algebraic terms.
10. Correctly solve algebraic equations using standard operations.
11. Recognize geometric figures such as squares, rectangles, triangles, circles and etc.
12. Understand ratios.
13. Correctly solve or work with formulas involving powers or roots.

English

1. Write clear, complete sentences.
2. Correctly spell generally vocabulary.

3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly use standard English (appropriate word choice, verbs, pronouns, etc.)
5. Recognize and avoid sentence fragments.
6. Develop and support an idea in written form.
7. Write a well-organized paragraph.

Reading

1. Able to learn a specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text book.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Differentiate between fact and opinion.
8. Be able to read and follow directions.
9. Be able to use a dictionary and similar reference.

Thinking

1. Classify, store, and retrieve information.
2. Be able to follow sequential instructions.
3. Apply general concepts to specific cases.
4. Have common sense application.
5. Identify similarities and differences among two or more items.
6. Make observations and draw related inferences.
7. Analyze and describe parts of an object or system.
8. Identify cause/effect relationships.
9. Make decisions and follow a planned course of action.
10. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study/Communication Skills

1. Use effective textbook study techniques.
2. Take competent and comprehensive notes from lecture or discussion, textbook, and other audio-visual or laboratory material.
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).
4. Study for and take tests in the following formats:
   a. Objective-true/false, multiple choice, and matching
   b. Fill in the blank
   c. Short answer
   d. Essay
   e. Problem solving (e.g. math)
   f. Laboratory performance
5. Use effective time-management techniques
6. Use effective self-management techniques (goal setting, decision making, attitude, self image).
7. Use effective listening techniques.
8. Use effective memory and concentration techniques.
9. Be able to communication with instructor and other students.
10. Ask questions appropriate to the discussion.

INTRODUCTION TO LASERS, TLO 140

COURSE SUMMARY

A study of the elements of a laser, operation of a helium neon gas laser, laser physics, optical cavities, properties of laser light and a survey of laser systems.

MINIMUM REQUIREMENTS

Protected Course: TLO 140, Introduction to Lasers 102

Pre-Requisites:

HER 009, Fundamentals of Reading*
HEW 009, Fundamentals of Writing*
SMA 011, Pre-Algebra*
HES 103, Study Skills*, recommended

Co-Requisites:

HER 011, Reading Techniques*
SMA 012, Beginning Algebra or HIGHER*

Recommended High School Level Background Courses:

Composition
Algebra II
Geometry
Trigonometry
Physics

*Courses are available through Vincennes University, and tutoring assistance is available through Study Skills Center as per students' needs

ENTRY LEVEL SKILLS

A good foundation in Math and English, combined with reading and thinking skills, are beneficial and helpful for student progress and development. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

Students should possess the following skills prior to enrolling in TLO 140, Introduction to Lasers.

Math

1. Correctly use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Correctly use standard operations with fractions.
3. Correctly use standard operations with decimals.
4. Correctly calculate percentages.
5. Correctly solve word problems using standard arithmetic operations.
6. Correctly use basic arithmetic calculators.
7. Correctly use a ruler.
8. Correctly use standard operations with signed numbers.
9. Correctly use standard operations on algebraic terms.
10. Correctly solve algebraic equations using standard operations.
11. Recognize geometric figures such as squares, rectangles, triangles, circles and etc.
12. Understand ratios.
13. Correctly solve or work with formulas involving powers or roots.

English

1. Write clear, complete sentences.
2. Correctly spell generally vocabulary.
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly use standard English (appropriate word choice, verbs, pronouns, etc.)
5. Recognize and avoid sentence fragments.
6. Develop and support an idea in written form.
7. Write a well-organized paragraph.

Reading

1. Able to learn a specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text book.
5. Comprehend and summarize materials read.

6. Locate information within a text.
7. Differentiate between fact and opinion.
8. Be able to read and follow directions.
9. Be able to use a dictionary and similar reference.

Thinking

1. Classify, store, and retrieve information.
2. Be able to follow sequential instructions.
3. Apply general concepts to specific cases.
4. Have common sense application.
5. Identify similarities and differences among two or more items.
6. Make observations and draw related inferences.
7. Analyze and describe parts of an object or system.
8. Identify cause/effect relationships.
9. Make decisions and follow a planned course of action.
10. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study/Communication Skills

1. Use effective textbook study techniques.
2. Take competent and comprehensive notes from lecture discussion, textbook, and other audio-visual or laboratory material.
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).
4. Study for and take tests in the following formats:
   a. Objective-true/false, multiple choice, and matching
   b. Fill in the blank
   c. Short answer
   d. Essay
   e. Problem solving (e.g. math)
   f. Laboratory performance
5. Use effective time-management techniques
6. Use effective self-management techniques (goal setting, decision making, attitude, self image).
7. Use effective listening techniques.
8. Use effective memory and concentration techniques.
9. Be able to communication with instructor and other students.
10. Ask questions appropriate to the discussion.

WORLD CIVILIZATION I, AHI 235

(Course offered Fall and Spring Semesters. Also offered as a Self-Paced course).

COURSE SUMMARY

The World Civilization I course has been designed to provide a preliminary background to the development of modern civilization through an evaluation of pre-historic and historic cultures of Africa, Asia, the Americas, Europe and the Middle East. Emphasis is placed upon the cultures of Mesopotamia, Greece, Rome, Egypt, China, Japan, Zimbabwe, Mexico, and Medieval Europe. The rise of Christianity, Islam, and Buddhism and their impact upon events such as the Renaissance, the Reformation, the Black Death, and the rise of the Modern Nation-States are key structural components for the course.

MINIMUM REQUIREMENTS

Pre-Requisites

HEW 009, Fundamentals of Writing
HER 009, Fundamentals of Reading

Co-Requisities:

HEW 101, English Composition I
HES 103, Study Skills

Recommended High School Level Background Courses:

English
American History
Western Civilization
Asian History
African History
Anthropology/Archaeology
American Government
Civics
Speech

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with decimals.
3. Calculate percentages.
4. Use scientific notation. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
5. Manipulate formulas for finding area and volume.
6. Measure objects in English and metric units.
7. Make conversions between measurement systems.
8. Understand ratios.
9. Understand percentile, standard deviation, normal curve, etc.
10. Interpret charts, graphs, or tables (interpolation, extrapolation, calculation on slopes, etc.).
11. Recognize Roman Numerals.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.).
4. Correctly spell general vocabulary.
5. Use standard English:
   a. Use appropriate word choice.
   b. Use pronouns correctly.
   c. Use verbs correctly.

6. Recognize and avoid sentence fragments.
7. Recognize and avoid comma splices and run-on sentences.
8. Develop and support an idea in written form.
9. Write a well-organized paragraph.
10. Write a well-organized essay or other multi-paragraph paper.
11. Write and correctly document a research paper.
12. Use the library for general research.
13. Use the library for specialized research in area.
14. Students are required to write short essay answers to test questions.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Able to read the text.
4. Locate information within a text.
5. Read and interpret graphics.
6. Read at variable rates as determined by text requirements.
7. Read and follow directions.
8. Recognize paragraph structure such as cause/effect.
9. Use dictionary or similar reference.
10. Seek out definitions or explanations or foreign terms and phrases.

Thinking Skills

1. Follow sequential instructions.
2. Develop and present sequential instructions.
3. Able to think of examples to illustrate a point.
4. Analyze and describe parts of an object or system.
5. Make decisions and follow a planned course of action.
6. Analyze a problem, investigate causes, evaluate alternative, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study technique.
   a. Understand textbook organization.
   b. Able to use SQ3R (survey, question, read, record, review).
2. Take competent notes from:
   a. Textbook
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).
4. Study for and take tests in the following formats:
   a. Objective, true/false, multiple choice, matching.
   b. Fill in the blank.
   c. Problem solving (e.g. Math).
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques (goal setting, decision making, attitude, self image).
8. Use effective listening techniques.
9. Use and locate campus resources.
10. Use effective memory and concentration techniques.
11. Locate reference materials in the library.
12. Able to communicate with instructor and other students.
13. Ask questions appropriate to the discussion.

HEALTH INFORMATION MANAGEMENT, DHR 100

COURSE SUMMARY

This is an introductory course in Health Information Management program. The Program(formerly, Medical Records Technician Program) is designed to develop the proper skills and knowledge required for entry into the field of Health Information Management. Essentially, Health Information Management is the field that deals with the nature and structure of health data, including electronic translation of these data, the organization of these data into useable forms of information about health and health care of individuals and the population as a whole, while protecting the rights of clients and data sources.

PROTECTED COURSES

DHR 100, Medical Record Science I and all other DHR courses

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
HER 011, Reading Techniques
SMA 009, Arithmetic
HES 007, Developmental Spelling
HES 103, Study Skills (Recommended)

Co-Requisites:

HEW 101, English Composition I
SMT 109, Business Math

Required High School Level Background Courses with C's or Better:

1 year of High School Biology
1 year of High School Algebra

Entry Level Skills

To encourage students success in the Health Information Management program (Medical Record Technician previously), students should possess a solid foundation in Math, English, Reading, Study/Communication Skills, and an understanding of the management of health information. The following skills are considered essential for success prior to enrolling in the Health Information Management Program (HIM) or taking the first course, DHR 100 Medical Record Science I.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Solve algebraic equations using standard operations.
9. Solve word problems using algebra.
10. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
11. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.).
12. Make conversions between measurement systems.
13. Understand ratios.
14. Solve problems involving ratio and proportion.
15. Understand percentile, standard deviation, normal curve, etc.

16. Interpret charts, graphs, or tables (interpolation, extrapolation, calculation of slopes, etc.).
17. Recognize Roman Numerals.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation (commas, periods, etc.)
4. Correctly spell general vocabulary.
5. Use standard English:
   a. Use appropriate word choice.
   b. Use pronouns correctly.
   c. Use verbs correctly.
6. Recognize and avoid sentence fragments.
7. Recognize and avoid comma splices and run-on sentences.
8. Develop and support an idea in written form.
9. Write a well-organized paragraph.
10. Write a well-organized essay or other multi-paragraph paper.
11. Write a business letter.
12. Write timed, in-class essays or reports.

Reading

1. Identify main and supportive ideas.
2. Draw inferences or conclusions.
3. Able to read the text.
4. Comprehend and summarize materials read.
5. Locate information within a text.
6. Read and interpret schematics.
7. Differentiate between fact and opinion.
8. Read and interpret graphics.
9. Read at variable rates as determined by text requirements.
10. Read and follow directions.
11. Read critically, evaluating worth of ideas and opinions.
12. Recognize paragraph structure as cause/effect.
13. Use dictionary or similar reference.
14. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgments.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from:
   a. Lecture/discussion.
   b. Textbook.
   c. Other (AV materials, labs, etc.).
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).

4. Study for and take tests in the following formats:
   a. Objective-true/false, multiple choice, matching.
   b. Fill in the blank.
   c. Short answer.
   d. Essay.
   e. Problem solving.
5. Use effective time-management techniques.
6. Use effective self-management techniques (goal setting, decision making, attitude, self image).
7. Use effective listening techniques.
8. Use effective memory and concentration techniques.
9. Locate reference materials in the library.
10. Familiar with career planning/resources.
11. Able to communicate with instructor and other students.
12. Ask questions appropriate to the discussion.

SURGICAL TECHNOLOGY, DHS 100, DHS 105

COURSE SUMMARY

The Surgical Technology Program is designed to develop the necessary skills and knowledge for the student to enter the health care field as an entry-level surgical technologist. A surgical technologist is an integral member of the surgical team who works closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel to deliver patient care and to assure appropriate responsibilities before, during, and after surgery. The program applies a combination of methods including classroom lecture, practice in the college laboratory, and actual operating room experience in a hospital, clinical, or surgery center.

PROTECTED COURSES

DHS 100, Surgical Technology I
DHS 105, Surgical Technology Application

MINIMUM REQUIREMENTS

Pre-Requisite Courses:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
HER 011, Reading Techniques
SMA 009, Arithmetic
SMA 011, Pre-Algebra
HES 103, Study Skills (Recommended)
HES 105, Practical Applications of Study Skills (Recommended)

Co-Requisites:

HEW 101, English Composition I
DHR 110, Medical Terminology for Allied Health

High School Requirements

Biology
Algebra I
Algebra II (Suggested)
English (Four Years)
Chemistry (Suggested)
Standardized test scores

Entry Level Skills

In order to encourage success in the Surgical Technology program, the following skills are considered essential.

English

1. Write clear, complete sentences.
2. Correctly use basic punctuation.
3. Correctly spell general and career vocabulary.
4. Use standard English, appropriate word choices, pronouns, subjects and verbs.
5. Recognize and avoid incomplete sentences, sentence fragments, run-on sentences, and comma splices.

6. Support and develop an idea in written form.
7. Write a well-organized paragraph, essay, or other multi-paragraph paper.
8. Write well-organized in-class essays, reports, and journals.

Reading Skills

1. Able to read the texts.
2. Identify main and supportive ideas.
3. Able to learn specialized vocabulary.
4. Locate information within the text.
5. Read and follow directions.
6. Use dictionary or similar reference.
7. Recognize textbook sequence.
8. Comprehend and summarize materials read.
9. Able to draw inferences and conclusions.
10. Read and interpret schematics and graphics.
11. Differentiate between fact and opinion.
12. Read at variable rates as text determines.
13. Read critically, evaluating worth of ideas and opinions.
14. Recognize paragraph structure such as cause/effect.

Math Skills

1. Use standard operations (addition, subtraction, multiplication, division with whole numbers).
2. Recognize Roman numerals.
3. Use a ruler.
4. Use the metric system of measurement.
5. Use standard operations with fractions.

Study/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture, discussion, textbook, overheads, slides, VCR tapes, and demonstrations.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats:
   a. Objective-true/false, multiple choice, matching.
   b. Fill in the blank.
   c. Short essay.
   d. Problem Solving.
5. Use effective time-management techniques.
6. Use effective self-management techniques.
   a. goal setting.
   b. decision making.
   c. attitude.
   d. self image and confidence.
7. Use effective listening techniques.
8. Use effective memory and concentration techniques.
9. Use effective communication techniques.
10. Ask questions appropriate to the discussion.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Able to think of examples to illustrate a point.
4. Distinguish among observation, inferences, and judgements.
5. Make observations and draw related inferences.
6. Analyze and describe parts of an object or system.
7. Identify cause/effect relationships.
8. Make decisions and follow a planned course of action.
9. Identify similarities and differences among two or more items.

FUNDAMENTALS OF HORTICULTURE, SAG 103

(Class offered in Fall Semesters)

COURSE SUMMARY

Biology and technology involved in production, storage, processing and marketing of horticultural plants and products. Equivalent to Purdue Hort 101.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
SMA 009, Arithmetic
SMA 011, Pre-Algebra

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Composition I
SMA 012, Beginning Algebra

Recommended:

HES 103, Study Skills

Recommended High School Level Background Courses:

English General Science
Agriculture
Biology
Arithmetic
Pre-Algebra
Algebra

The following skills are deemed necessary for students entering SAG 103:

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Use standard operations with signed numbers.
9. Use standard operations on algebraic terms.
10. Use scientific notation.
11. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
12. Manipulate formulas for finding unknown parts of geometric figures.
13. Manipulate formulas for finding area and volume.
14. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.).
15. Measure objects using English and metric units.
16. Make conversions between measurement systems.
17. Understand ratios.
18. Solve problems involving ratio and proportion.
19. Interpret charts, graphs, or tables.

20. Calculate with denominate (units) numbers.
21. Use arithmetic operations in different bases.
22. Solve or work with formulas involving powers or roots.
23. Solve equation or formulas with several sets of grouping symbols.
24. Estimate answer prior to using calculator.
25. Use scientific calculators with specific functions.
26. Recognize Roman numerals.

The following math skills may be taught in SAG 103:
1. Make conversions between measurement systems.

NOTE: Math skills are particularly important to understanding basic scientific concepts and are used extensively in areas of this course.

English
1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Use standard English (use appropriate word choice, use pronouns correctly, use verbs correctly).
6. Recognize and avoid sentence fragments.
7. Recognize and avoid comma splices and run-on sentences.
8. Develop and support an idea in written form.
9. Write a well-organized paragraph.
10. Write a well-organized essay or other multi-paragraph paper.
11. Write and correctly document a research paper.
12. Write a business letter.
13. Write timed, in class essays or reports.
14. Write an essay examination.
15. Use the library for general research
16. Use the library for specialized research in your area.

The following English skills may be taught in SAG 103:
1. Correctly spell career related vocabulary.

NOTE: Basic English and grammar skills are essential, so the student can comprehend and spell the technical terminology inherent to any science class.

Reading
1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rate as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationship.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion, textbook, and other sources such as audiovisual materials.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats: objective, fill-in-blank, short answer, essay, and problem solving.
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques.
8. Use effective listening techniques.
9. Use and locate campus resources.
10. Use effective memory and concentration techniques.
11. Locate reference materials in the library.
12. Able to communicate with instructor and other students.
13. Ask questions appropriate to the discussion.

CROP PRODUCTION, SAG 104

(Class offered in Spring semesters)

COURSE SUMMARY

Fundamental principles of crop production and distribution. Introduction to basic soil-plant relations, current field crop production practices, agricultural meteorology, crop physiology, and plant breeding. Equivalent to Purdue Agronomy 105.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
SMA 009, Arithmetic
SMA 011, Pre-Algebra

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Composition I
SMA 012, Beginning Algebra

Recommended:

HES 103, Study Skills

Recommended High School Level Background Courses:

English
General Science
Agriculture
Biology
Arithmetic
Pre-Algebra
Algebra

The following skills are deemed necessary for any student enrolling in SAG 104.

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Use standard operations with signed numbers.
9. Use standard operations on algebraic terms.
10. Solve algebraic equations using standard operations.
11. Manipulate algebraic expressions using standard operations.
12. Solve word problems using algebra.
13. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
14. Understand ratios.
15. Solve problems involving ratio and proportion.

16. Graph line equations.
17. Solve equations or formulas with several sets of grouping symbols.
18. Recognize Roman numerals.

The following math skills may be taught in SAG 203:

1. Manipulate formulas for finding area and volume.
2. Measure objects using English and Metric units.
3. Make conversions between measurement systems.
4. Interpret charts, graphs, or tables.

NOTE: Math skills are particularly important to understanding basic scientific concepts and are used extensively in areas of this course.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Use standard English (use appropriate word choice, use pronouns correctly, use verbs correctly).
6. Recognize and avoid sentence fragments.
7. Recognize and avoid comma splices and run-on sentences.
8. Develop and support an idea in written form.
9. Write a well-organized paragraph.
10. Write a well-organized essay or other multi-paragraph paper.
11. Write timed, in class essays or reports.

The following English skills may be taught in SAG 104:

1. Correctly spell career related vocabulary.

NOTE: Basic English and grammar skills are essential, so the student can comprehend and spell the technical terminology inherent to any science class.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Able to think of examples to illustrate a point.
4. Distinguish among observations, inferences, and judgements.
5. Identify similarities and differences among two or more items.

6. Make observations and draw related inferences.
7. Analyze and describe parts of an object or system.
8. Identify cause/effect relationship.
9. Make decisions and follow a planned course of action.

The following thinking skills may be taught in SAG 104:

1. Develop and present sequential instructions.
2. Apply general concepts to specific cases.
3. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion and other sources.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats; objective, fill-in-the blank, short answer, problem solving, and laboratory performance.
5. Use effective time management techniques.
6. Use effective self management techniques.
7. Use effective listening techniques.
8. Use and locate campus resources.
9. Use effective memory and concentration techniques.
10. Able to communicate with instructor and other students.
11. Ask questions appropriate to the discussion.

ANIMAL AGRICULTURE, SAG 106

(Class offered in Spring semesters)

COURSE SUMMARY

Importance of livestock in agricultural field; place of meats and animal products in the human diet. Equivalent to Purdue Animal Science 101. Three lecture hours.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
SMA 009, Arithmetic
SMA 011, Pre-Algebra

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Compostion I
SMA 012, Beginning Algebra

Recommended:

HES 103, Study Skills

Recommended High School Level Background Courses:

English
General Science
Agriculture
Biology
Arithmetic
Pre-Algebra
Algebra

The following skills are deemed necessary for any student entering SAG 106:

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use standard operations with signed numbers.
7. Interpret charts, graphs, or tables.

NOTE: Math skills are particularly important to understanding basic scientific concepts and are used extensively in areas of this course.

English

1. Write clear, complete sentences.
2. Correctly use basic punctuation.
3. Correctly spell general vocabulary.

4. Use standard English (use appropriate word choice, use pronouns correctly, use verbs correctly).
5. Develop and support an idea in written form.
6. Write a well-organized paragraph.
7. Use the library for specialized research in your area.

NOTE: Basic English and grammar skills are essential, so the student can comprehend and spell the technical terminology inherent to any science class.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Apply general concepts to specific cases.
3. Able to think of examples to illustrate a point.
4. Identify similarities and differences among two or more items.
5. Analyze and describe parts of an object or system.
6. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

The following thinking skills may be taught in SAG 106:

1. Analyze and describe parts of an object or system.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion and other sources.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats: objective and problem solving.
5. Use effective time-management techniques.
6. Use effective self-management techniques.
7. Use effective listening techniques.
8. Use effective memory and concentration techniques.
9. Able to communicate with instructor and other students.
10. Ask questions appropriate to the discussion.

PLANT PROPAGATION, SAG 203

(Class offered in Spring semesters)

COURSE SUMMARY

Theoretical and applied aspects of controlled plant reproduction by sexual and asexual techniques including seeding, budding and grafting, layering, cuttings, separations, division, and tissue culture. Management of plans after propagation. Equivalent to Purdue Hort 201.

MINIMUM REQUIREMENT

Pre-Requisites:

HER 009, Fundamentals of Reading
HEW 009, Fundamentals of Writing
SMA 009, Arithmetic
SMA 011, Pre-Algebra

Co-Requisites:

HER 011, Reading Techniques
HEW 101, English Composition I
SMA 012, Beginning Algebra

Recommended:

HES 103, Study Skills

Recommended High School Level Background Courses:

English
General Science
Agriculture
Biology
Arithmetic
Pre-Algebra
Algebra

The following skills are deemed necessary for any student enrolling in SAG 203.

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Use standard operations with signed numbers.
9. Use standard operations on algebraic terms.
10. Solve algebraic equations using standard operations.
11. Manipulate algebraic expressions using standard operations.
12. Solve word problems using algebra.
13. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
14. Manipulate formulas for finding area and volume.
15. Understand ratios.
16. Recognize Roman numerals.

The following math skills may be taught in SAG 203:

1. Use scientific notation.
2. Measure objects using English and metric units.
3. Make conversions between measurement systems.
4. Solve problems involving ratio and proportion.
5. Interpret charts, graphs, or tables.

NOTE: Math skills are particularly important to understanding basic scientific concepts and are used extensively in areas of this course.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Recognize and avoid sentence fragments.
7. Recognize and avoid comma splices and run-on sentences.
8. Develop and support an idea in written form.
9. Write a well-organized paragraph.
10. Write an essay examination.

NOTE: Basic English and grammar skills are essential, so the student can comprehend and spell the technical terminology inherent to any science class.

Reading

1. Identify main and supportive ideas.
2. Able to read the text.
3. Comprehend and summarize materials read.
4. Read and interpret graphics.
5. Read at variable rates as determined by text requirements.
6. Read and follow directions.
7. Read critically, evaluating worth of ideas and opinions.
8. Use dictionary or similar reference.
9. Recognize the textbook content sequence.

The following reading skills may be taught in SAG 203:

1. Able to learn specialized vocabulary.
2. Draw inferences or conclusions.
3. Locate information within a text.
4. Read and interpret schematics.

Thinking Skills

1. Classify, store, and retrieve information.
2. Apply general concepts to specific cases.

The following skills are deemed necessary for students entering SAG 203:

1. Able to think of examples to illustrate a point.
2. Distinguish among observations, inferences, and judgements.
3. Identify similarities and differences among two or more items.
4. Make observations and draw related inferences.
5. Analyze and describe parts of an object or system.
6. Identify cause/effect relationships.
7. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion and other sources.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats objective and problem solving.
5. Use effective time-management techniques.
6. Use effective listening techniques.
7. Use and locate campus resources.
8. Use effective memory and concentration techniques.
9. Able to communicate with instructor and other students.
10. Ask questions appropriate to the discussion.

The following skills may be taught in SAG 203:

1. Study for and take tests in the following formats short answer, essay, and laboratory performance.
2. Familiar with career planning/resources.

PHYSICAL GEOLOGY, SES 115

(Class offered in Fall and Spring semesters)

COURSE SUMMARY

Study of internal and external forces operating to form the earth's major features. Topics emphasize study of rocks and minerals, earthquakes, volcanic activity, glaciation, surface water, groundwater, global geologic processes, and related topics. May be taken without lab for 3-hour science elective.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading*
HER 011, Reading Techniques*
HEW 009, Fundamentals of Writing*
SMA 009, Arithmetic*
SMA 011, Pre-Algebra*

Co-Requisites:

HEW 101, English Composition I*

SMA 012, Beginning Algebra

Recommended High School Level Background Courses:

English
General Science
Lab Science
Arithmetic
Pre-Algebra
Algebra

*Courses available through Vincennes University, and tutoring assistance is available through the Study Skills Center.

ENTRY LEVEL SKILLS

Math

1. Use standard operations with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.
7. Use a ruler.
8. Use standard operations with signed numbers.
9. Use scientific notation.
10. Recognize geometric figures such as squares, rectangles, triangles, circles, etc.
11. Manipulate formulas for finding area and volume.
12. Make basic constructions (angles, parallel lines, perpendicular lines, triangles, etc.).
13. Measure objects using English and metric units.
14. Make conversions between measurement systems.
15. Understand ratios.
16. Solve problems involving ratio and proportion.
17. Interpret charts, graphs, or tables.

18. Estimate answer prior to using calculator.
19. Recognize Roman numerals.

The following math skills may be taught in SES 115:

1. Measure objects using English and metric units.

NOTE: Math skills are particularly important to understanding basic scientific concepts, and are used extensively in the laboratory which accompanies this course.

English

1. Write clear, complete sentences.
2. Create effective sentence variety.
3. Correctly use basic punctuation.
4. Correctly spell general vocabulary.
5. Correctly spell career related vocabulary.
6. Use standard English (use appropriate word choice, use pronouns correctly, use verbs correctly).
7. Recognize and avoid sentence fragments.
8. Recognize and avoid comma splices and run-on sentences.
9. Develop and support an idea in written form.
10. Write a well-organized paragraph.
11. Write a well-organized essay or other multi-paragraph paper.
12. Write timed, in-class essays or reports.
13. Write an essay examination.
14. Use the library for general research.
15. Use the library for specialized research in your area.

NOTE: Basic English and grammar skills are essential, so the student can comprehend and spell the technical terminology inherent to any science class. In addition, the student should be prepared to explain their knowledge in writing, especially on essay examinations.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgements.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.

10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

NOTE: Students in SES 115 are expected to do more than just memorize large amounts of facts, figures, and statistics. They should be able to use their knowledge to rationally solve scientific problems or questions, even if such problems are not directly addressed by lecture or text. As long as they are presented the information necessary to solve a problem, they should be able to rationally draw a conclusion. In addition, they should be able to understand and explain geologic processes in a logical, step-by-step manner.

Study Skills/Communications Skills

1. Use effective textbook study techniques.
2. Take competent notes from lecture/discussion, textbook, and other sources.
3. Understand and use effective organization skills.
4. Study for and take tests in the following formats; objective fill in the blank, short answer, essay, and problem solving.
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques.
8. Use effective listening techniques.
9. Use and locate campus resources.
10. Use effective memory and concentration techniques.
11. Locate reference materials in the library.
12. Able to communicate with instructor and other students.
13. Ask questions appropriate to the discussion.

BUSINESS MATHEMATICS, SMT 109

(Class offered summer, spring, and fall semesters)

COURSE SUMMARY

Survey course primarily for business majors. Introduction to discounts, finance, description, mark-ups, investments, and statistics. Practical applications emphasized.

MINIMUM REQUIREMENTS

Pre-Requisites:

HER 009, Fundamentals of Reading*
SMA 009, Arithmetic*

Recommended High School Level Background Courses

English
Arithmetic

*Courses available through Vincennes University and tutoring assistance is available through the Study Skills Center.

Entry Level Skills

A good foundation of Math, English, Reading, Thinking, Communication, and Study Skills will be beneficial to the success of students. In addition, educational skills beyond those listed will be taught as part of the entire curriculum at Vincennes University.

Math

1. Use standard operations (addition, subtraction, multiplication, division) with whole numbers.
2. Use standard operations with fractions.
3. Use standard operations with decimals.
4. Calculate percentages.
5. Solve word problems using standard arithmetic operations.
6. Use basic arithmetic calculators.

English

1. Use standard English:
   a. Use appropriate word choice.
   b. Use pronouns correctly.
   c. Use verbs correctly.

Reading

1. Able to learn specialized vocabulary.
2. Identify main and supportive ideas.
3. Draw inferences or conclusions.
4. Able to read the text.
5. Comprehend and summarize materials read.
6. Locate information within a text.
7. Read and interpret schematics.
8. Differentiate between fact and opinion.
9. Read and interpret graphics.
10. Read at variable rates as determined by text requirements.
11. Read and follow directions.
12. Read critically, evaluating worth of ideas and opinions.
13. Recognize paragraph structure such as cause/effect.
14. Use dictionary or similar reference.
15. Recognize the textbook content sequence.

Thinking Skills

1. Classify, store, and retrieve information.
2. Follow sequential instructions.
3. Develop and present sequential instructions.
4. Apply general concepts to specific cases.
5. Able to think of examples to illustrate a point.
6. Distinguish among observations, inferences, and judgments.
7. Identify similarities and differences among two or more items.
8. Make observations and draw related inferences.
9. Analyze and describe parts of an object or system.
10. Identify cause/effect relationships.
11. Make decisions and follow a planned course of action.
12. Analyze a problem, investigate causes, evaluate alternatives, and arrive at solutions.

Study Skills/Communication Skills

1. Use effective textbook study techniques.
   a. Understand textbook organization.
   b. Able to use SQ3R (survey, question, read, record, review).
2. Take competent notes from:
   a. Lecture/discussion.
   b. Textbook.
   c. Supplements.
3. Understand and use effective organization skills (see the relationship between ideas, recognize main points, and supporting details).
4. Study for and take tests in the following formats.
   a. Objective-true/false tests in the following formats.
   b. Problem solving.
5. Able to use test-wiseness techniques.
6. Use effective time-management techniques.
7. Use effective self-management techniques (goal setting, decision making, attitude, self image).
8. Use effective listening techniques.
9. Use and locate campus resources.
10. Use effective memory and concentration techniques.
11. Able to communicate with instructor and other students.
12. Ask questions appropriate to the discussion.

1994-95 COURSE PLACEMENT GUIDE FOR PROTECTED COURSES

DEFINITIONS

1. ***Prerequisites:*** These courses ***must*** be completed ***before*** students are permitted to enroll in the protected course.

   a. ***Recommended:*** These courses may be taken concurrently with the developmental course and may be used to complete the students' schedules, as necessary.

2. ***Corequisites:*** Students may enroll in these courses ***concurrently*** with the protected course.

   a. ***Recommended:*** These courses may be taken concurrently with the protected course and may be used to complete the students' schedules, as needed.

Developmental/Basic Skills Course Numbers and Titles

HER 009 Fundamentals of Reading, Level I
HER 011 Reading Techniques, Level II
HER 101 Speed Reading
HER 102 Reading in Content Area
HER 103 Vocabulary Development
HER 105 Independent Reading Improvement

HES 007 Developmental Spelling I
HES 008 Developmental Spelling II
HES 101 Special Topics in Study Skills
HES 102 Spelling Improvement
HES 103 Study Skills
HES 105 Learning Strategies

HEW 009 Fundamentals of Writing
HSS 009 Fundamentals of Speech
SMA 009 Arithmetic
SMA 011 Pre-Algebra
SMA 012 Beginning Algebra

SOCIAL SCIENCE DIVISION				
Protected Course No/Title	***Prerequisites***	***Recommended*** *(May be taken with prerequisites)*	***Corequisites***	***Recommended*** *(May be taken concurrently)*
AEC 201 Microeconomics	HER 011 SMA 009		HER 102 HEW 101	HES 105
AEC 208 Personal Financial Mgt BMM 208 Personal Financial Mgt HHH 208 Personal Financial Mgt	HER 011 SMA 009		HEW 101	HES 105
AED 100 Initial Experience-Educ	HER 009 HEW 009 SMA 009	AED 200 HMM 117 HES 007 PPE 210 HES 103	HER 011 SMA 011	
AHI 139 American History I	HER 009 HEW 009	HES 007* HES 103* PE Activity	HER 102 HEW 101 HEW 102	HES 007 HES 102 HES 103
AHI 140 American History II	HER 009 HEW 009	HES 007*	HER 102 HEW 101 HEW 102	HES 102 HES 103
AHI 235 World Civilization I	HER 009 HEW 009		HEW 101	HES 103
APO 112 State + Local Govt	HER 009 HEW 009		HER 102 HEW 101	HES 102 HES 103
APO 201 Intro Political Science *(formerly APO 110)*	HER 011 HEW 101	AHI 139 or AHI 140	HEW 102	APO 111 HSS 143 APO 112

*Suggested course as prerequisite given student need and skill level.

Protected Course No/Title	*Prerequisites*	*Recommended* (May be taken with prerequisites)	*Corequisites*	*Recommended* (May be taken concurrently)
APS 142 General Psychology	HER 009 HER 011 HEW 009 SMA 009	HES 103		
ASO 151 Principles of Sociology	HER 009		HER 011 HES 103	HER 102
ASO 153 Intro to Social Work	HER 009 HEW 009 SMA 009	HES 103	HER 011 HEW 101	HES 102
ASO 240 Social Work Practice	HER 011 HEW 101		HEW 102	

BUSINESS DIVISION				
Protected Course No/Title	*Prerequisites*	*Recommended* (May be taken with prerequisites)	*Corequisites*	*Recommended* (May be taken concurrently)
BDP 110 Intro Computer Applica (*formerly BDP 100*)	HER 009 HEW 009 SMA 009	BDP 101 HES 103 ICL 104	HER 011 HEW 101 SMA 011 or SMA 012	BDP 101 HES 105

HEALTH OCCUPATION DIVISION				
Protected Course No/Title	*Prerequisites*	*Recommended* (May be taken with prerequisites)	*Corequisites*	*Recommended* (May be taken concurrently)
DHI 100 Respiratory Care I and all DHI courses	HER 009 HER 011 HEW 009 SMA 009 SMA 011 SMA 012	DHR 110 HES 103 HES 105 HSS 009 SCM/SCL 100* SLS 100** PE Activity	HEW 101 SMA 101	APS 142 SPH 100 APS 202 PE Activity HSS 148 SCM/SCL 101 SLS/SLL 111 SLS/SLL 112 SLS/SLL 210
DHR 100 Medical Record Sci I and all DHR courses	HER 009 HER 011 HEW 009 SMA 009	HES 007 HES 103 SLS 100* PE Activity	APS 142 ASO 151 BDP 110 DHR 110 HEW 101 HSS 143 SMT 109 SLS/SLL 111 SLS/SLL 112	PE Activity
DHS 100 Surgical Tech I DHS 105 Surg Tech Applic	HER 009 HER 011 HEW 009 SMA 009 SMA 011	HES 103 HES 105	DHR 110 HEW 101 SLS/SLL 111 SLS/SLL 112	HES 105

*Required of students not having high school chemistry or poor high school chemistry grades.
**Required for students not having high school biology or poor high school biology grades.

PUBLIC SERVICE DIVISION

Protected Course No/Title	Prerequisites	Recommended (May be taken with prerequisites)	Corequisites	Recommended (May be taken concurrently)
EPB 100 Intro Mass Communic EPB 120 Begin Radio Produc EPB 140 Begin TV Produc EPB 150 Broadcast Sales I	HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009		
EPB 160 Broadcast Program	*C* or better in EPB 120 HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009		
EPB 180 Adv TV Production	*C* or better in EPB 140 HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009		
HEW 109 Broadcast Writing (For Broadcast majors only)	HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009		

HUMANITIES DIVISION

Protected Course No/Title	Prerequisites	Recommended (May be taken with prerequisites)	Corequisites	Recommended (May be taken concurrently)
HAH 109 Art Appreciation HAH 110 Art Appreciation	HER 009	HES 103 HSS 009		HES 105
HAH 111 2-Dimension Design	SMA 009	HES 103* HSS 009*	SMA 011	
HAH 116 Drawing I		HES 103* HSS 009*	SMA 011	
HAH 130 Art History I	HER 011 HEW 009	HES 103 HSS 009	HEW 101	HES 105
HEW 101 English Composition I	*C* or better in HEW 009 HER 009	HSS 009		
HHH 101 Color/Texture and Furniture	HER 009 HEW 009 SMA 009	BDP 101 HHH 215 HAH 116 HHH 220 HES 103 TDA 105 HHH 100 PE Activity HHH 115	HER 011 HEW 101	BDP 101 HHH 100 HAH 111 HHH 115 HAH 116 HHH 215 HER 102 HHH 220 HES 102 PE Activity HES 103 TDA 105 HES 105
HHH 156 Marriage + Family	HER 009 HEW 009	BDP 101 HHH 100 HAH 104 HHH 115 HAH 111 HHH 130 HAH 116 HHH 215 HAH 167 HHH 220 HES 103 PE Activity	HER 011 HEW 101	APS 142 HES 105 BDP 101 HHH 100 HAH 104 HHH 115 HAH 111 HHH 130 HAH 116 HHH 215 HER 102 HHH 220 HES 102 PE Activity HES 103

*HES 103 and HSS 009 recommended for any student taking HAH 111 or 116 with SAT V and M score below 280.

Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
HHH 206 Fund of Nutrition	HER 009 HEW 009 SMA 009	BDP 101 HES 103 HHH 100 HHH 115 HHH 215 HHH 220 PE Activity	HER 011 HEW 101	BDP 101 HAH 111 HES 102 HES 103 HES 105 HHH 100 HHH 115 HHH 215 HHH 220 PE Activity
HHH 210 Food Preparation HHH 230 Child Care I	HER 009 HEW 009	BDP 101 HAH 104 HES 103 HHH 100 HHH 115 HHH 130 HHH 215 HHH 220 HMM 117 PPP 210 PE Activity	HER 011 HEW 101	APS 142 BDP 101 HAH 104 HER 102 HES 103 HES 105 HHH 100 HHH 115 HHH 130 HHH 215 HHH 220 HMM 117 PPP 210 PE Activity
HSS 140 Introduction to Speech HSS 143 Speech	HER 009 HEW 009 HSS 009	HES 007 HES 103		
HSS 148 Interprsl Communication	HER 009 HEW 009 HSS 009	HES 007 HES 103	HER 011 HEW 101	
HSS 146 Fund of Acting HSS 203 Stagecraft HSS 245 Theatre History I	HER 009 HEW 009	HES 103 HSS 100 SMA 009 SMA 011	HER 011 HEW 101	
HSS 201 Voice + Articulation HSS 202 Oral Interpretation of Literature HSS 250 Theatre History II	HER 009 HEW 009	HAH 110 HES 103 SMA 009 SMA 011	HER 011 HEW 101	

HEALTH, PHYSICAL EDUCATION AND RECREATION DIVISION

Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
PPP 208 Athl Train + Emergency (formerly PPP 190)	HER 011 HEW 009	HES 007 HES 103 HSS 009 SLS/SLL 111		SLS/SLL 111 *and instructor consent*

SCIENCE AND MATHEMATICS DIVISION

Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
SAG 101 Intro Ag Bus + Econ SAG 103 Fund of Hort SAG 104 Crop Production SAG 106 Animal Agriculture SAG 201 Mgmt Bus Related-Ag SAG 203 Plant Propagation SAG 206 Feeds and Feeding	HER 009 HEW 009 SMA 009 SMA 011	HER 011 HES 103	HER 011 HEW 101 SMA 012	HES 103
SCM 100 Elementary Chemistry	HER 009 SMA 009		HER 011 SMA 011	

Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
SCM 103 Intro to Chemistry	HER 009 SMA 011		HER 011 SMA 012	
SCM 105 General Chemistry I	HER 011 SMA 101		SMA 102 SMA 101*	
SES 100 Earth Science	HER 009 HEW 009 SMA 009	HES 103 SMA 011 PE Activity	HER 011 HEW 101	HES 105 SMA 011
SES 115 Physical Geology	HER 009 HER 011 HEW 009 SMA 009 SMA 011	HES 103 SMA 012	HEW 101 SMA 012	
SLS 100 Human Biology	HER 009 HEW 009 HES 103**	PE Activity	HER 011 HER 102 HEW 101	SMA 101
SLS 101 Plant + Animal Biology	HER 009 HEW 009 SMA 009	HES 103 PE Activity	HER 011 HES 105 HEW 101	SMA 011
SLS/SLL 105 Prin Life Science I	HER 011 SCM/SCL 103 SMA 012	APO 111 ICL 104 BDP 101 HSS 009 HES 007 SLS 101 HES 103 PE Activity	HEW 101 SCM/SCL 105 SMA 101	
SLS/SLL 111 Anat + Physiology I	HER 011 SMA 011	APO 111 HSS 009 BDP 101 ICL 104 HES 007 SLS 100 HES 103 PE Activity	HEW 101 SMA 012	DHR 110
SMT 109 Business Math***	HER 009 SMA 009			
SPH 101 Fortran Programming for Engin + Scien SPH 104 C-Programming for Engin + Scien	HER 009 HEW 009 SMA 012	HES 103 HSS 009 SNG 105 PE Activity	SMA 101 or higher	SNG 105

TECHNOLOGY DIVISION				
Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
TAF 100 Primary Ground School TAF 105 Primary Flight	HER 009 HEW 009 SMA 011	HES 007 HES 103 HSS 009 PE Activity	HER 011 HEW 101 SMA 012	

*SMA 101 may be taken concurrently with SCM 105 only if student has taken SCM 103.
**Required for students not having high school biology or poor high school biology grades.
***For all math classes, check catalog for prerequisites.

Protected Course No/Title	*Prerequisites*	*Recommended* (*May be taken with prerequisites*)	*Corequisites*	*Recommended* (*May be taken concurrently*)
TDA 110 Basic Arch Drafting TDA 140 Comp Aid 2D + 3D Drafting	HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009 TDA 105	HER 011 HEW 101 SMA 011 or SMT 105	HES 103 HES 105
TDI 110 Basic Industrl Drafting TDI 140 Comp Aid 2-D + 3-D Drafting	HER 009 HEW 009 SMA 009	HES 007 HES 103 HSS 009 TDI 105	HER 011 HEW 101 SMA 011 or SMT 105	HES 103 HES 105
TEL 110 Basic Compon + Circuit Analysis	HER 009 HEW 009 SMA 011	HES 103 TEL 100 PE Activity	HER 011 HEW 101 SMA 012 or higher	HES 105 SMA 011*
TLO 130 Laser Components	HER 009 HEW 009 SMA 011	HES 103 TEL 100 PE Activity	HER 011 SMA 012 or higher	TEL 110 TEL 130 TLO 140
TLO 140 Intro to Lasers	HER 009 HEW 009 SMA 011	HES 103 TEL 100 PE Activity	HER 011 SMA 012 or higher	TEL 110 TEL 130 TLO 130

*SMA 011 may be taken concurrently if *C* or higher is earned in TEL 100.

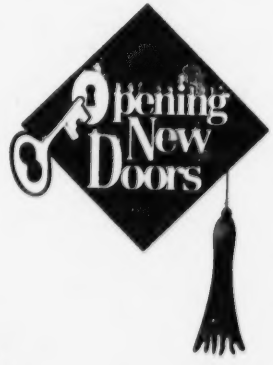
Basic Skills Preparation

1. Do you want a rewarding career?
2. Do you need to learn basic skills to get a good job after high school graduation?
3. Do you want to enter college or continue with your education?
4. Did you graduate from high school *without* a marketable skill?
5. Have you been out of the workforce for awhile?
6. Did you drop out of high school?
7. Do you need new skills or to update old ones?
8. Do you seek advancement to a higher paying position?

Vincennes University
1-800-742-9198

BEST COPY AVAILABLE

GET THE Skills YOU NEED...



Who needs Basic Skills?

Those high school students just thinking about going to college, those entering college, even those entering the workforce need basic skills to succeed. For a productive future, basic skills are essential for everyone.

Here are the facts!

- Reading, writing, computing, math, team work, communication, critical thinking and study skills must be combined to be successful in the college classroom or on the job.
- An estimated 3 out of 4 jobs require instruction or technical training after high school.
- 75% of all employed adults will need retraining by the year 2000 to meet the needs of technology and the changing workplace.
- Basic Skills are required for certain courses at VU (protected courses)

Where can I get Basic Skills?

- High school
- Vincennes University
- Adult Basic Education
- GED Preparation

What are protected courses?

Protected courses have pre-requisites and require students to complete certain developmental requirements before enrolling in college level courses. Placement is based on a combination of SAT and institutional test scores. This ensures students have a better chance of success when they enroll in college level courses.

How can I use this flyer?

This flyer provides a listing of protected courses offered at Vincennes University. Here's how to use the chart to get the information you want:

1. Look at the protected courses across the top.
2. Check the left-hand column for the skills you need to be successful in that course.
3. Do you have the skills needed to take your planned coursework?

Questions about:

- Basic skills & development education
- Placement tests
- Course offerings
- Financial aid
- GED Tests
- Admission to Vincennes University

Call 1-800-742-9198.

VINCENNES UNIVERSITY

Vincennes University is Indiana's only comprehensive two-year college. Over 7,000 students are enrolled in academic transfer, occupational or certificate programs.

Each student has the benefit of full-time instructors, small class size, and the opportunity to learn on up-to-date equipment. We have modern residence halls, a dining center, P.E. Complex, and an active campus life.

Our doors are open to anyone who sincerely seeks a college education. Academic success in high school can indicate potential, but we realize high school grades and test scores can't truly measure a person's ability. VU has individual counseling, free tutoring, comprehensive services and developmental programs to help anyone realize their goal.

Whether you seek entry into the workforce after graduation, a bachelor's degree, or to update your skills for career advancement, VU has the program for you.

We encourage campus visitation on special "Blue Ribbon Days," but individual visits are always welcome.

Vincennes University...

Opening new doors for you.

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GET THE Skills YOU NEED...

Protected Courses or Majors

Basic Skills

Math

Basic Skills	Microeconomics	Introduction to Political Science	American History I	American History II	State and Local Government	Principles of Sociology	General Psychology	Computer Programming	Broadcasting	Color, Texture and Furniture	Marriage and the Family	Fundamentals of Nutrition	Food Preparation	Child Care I	Introduction to Speech/Speech	Interpersonal Communication	Drawing I	Two-Dimensional Design	Art Appreciation	Art History I - Pre-history to 1500	Foreign Language	P. E. Sports	Athletic Training	Elementary Chemistry	Introduction to Chemistry	General Chemistry I	Human Biology	Plant and Animal Biology	Earth Science	Laser	Laser Components	Introduction to Lasers	Primary Ground School	Drafting	Electronics
Standard Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fractions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decimals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Percentages	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Problems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Calculator	✓				✓			✓	✓			✓		✓								✓			✓	✓		✓	✓	✓	✓	✓	✓	✓
Ruler	✓		✓	✓		✓	✓			✓	✓		✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Signed Numbers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sl. Op. on Algebraic Terms		✓			✓			✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Solve Algebraic Equations								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Manipulate Algebraic Expressions								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Problems Using algebra								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scientific Notation	✓							✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizing Geometric Figures			✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Find Unknown Parts of Geometric Figures								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Formulas to Find Area & Volume					✓			✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make Basic Constructions			✓	✓	✓			✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Measure in English & Metric Units			✓	✓	✓			✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conversions Between Measurement Systems			✓	✓	✓			✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand Ratios	✓						✓	✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ratio & Proportion Problems	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Concepts of Probability	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Concepts of Statistical Analysis								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding Percentile, St. Dev., Normal Curve								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret Charts, Graphs or Tables		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graph Line Equations								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graph Parabolic Equations								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graph Circles, Hyperbolas, Ellipses								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graph Trigonometric Identities								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use Right Angle Trigonometry								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Manipulates Trigonometric Identities								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Calculate with Denominate Numbers								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arithmetic Op. in Different Bases								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work with Formulas Involving Roots or Powers								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Solve Equations with Sets of Grouping Symbols								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Estimate Answer Prior to Using a Calculator								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use Scientific Calculators with Specific Functions								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use Calculus to Solve Problems								✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize Roman Numerals		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write Complete Sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sentence Variety		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correct Punctuation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correctly Spell General Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell Career Vocabulary	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

English

- Use Standard English
  - a. Appropriate Word Choice
  - b. Pronouns
  - c. Verbs
- Avoid Sentence Fragments
- Avoid Comma Splices & Run-on Sentences
- Develop an Idea in Written Form
- Write Well-Organized Paragraph
- Write Essays or Multi-Paragraphed Paper
- Write & Document a Research Paper
- Write a Business Letter
- Write In-Class Essays or Reports
- Write an Essay Exam
- Library Research-General
- Library Research-Specialized Area

Reading

- Specialized Vocabulary
- Main & Supportive Ideas
- Inferences and Conclusions
- Read Text
- Comprehend & Summarize Material Read
- Locate Information Within Text
- Read and Interpret Schematics
- Differentiates Fact and Opinion
- Reads and Interprets Graphics
- Read at Variable Rates Determined by Text
- Reads & Follows Directions
- Critical Reading-Evaluate Worth
- Recognize Paragraph Structure (cause/effect, etc.)
- Use Dictionary or Similar Reference
- Recognize Textbook Content Sequence

Reasoning

- Classify, Store and Retrieve Information
- Follow Sequential Directions
- Develop & Present Sequential Instructions
- Apply General Concepts to Specific Cases
- Think of Examples to Illustrate Point
- Distinguish Observations, Inferences & Judgements
- Identify Similarities and Differences
- Make Observations & Draw Related Inferences
- Analyze & Describe Parts of Object or System
- Identify Cause/Effect Relationships
- Make Decisions, Follow Planned Course of Action
- Analyze Problem, Investigate, Evaluate, Solution

Study/Communication

- Use Effective Textbook Study Techniques
  - a. Textbook Organization
  - b. SQ3R Survey, Question, Read, Record, Review
- Take Competent Notes From:
  - a. Lecture/Discussion
  - b. Textbook
  - c. Other (AV materials, labs, etc.)
- Understand & Use Effective Organizational Skills
- Study For & Take Tests:
  - a. Objective
  - b. Fill in Blank
  - c. Short Answer
  - d. Essay
  - e. Problem Solving (math)
  - f. Laboratory Performance
- Test Wiseness Techniques
- Time Management
- Self Management Goals, Decisions, Attitude, Self-Concept
- Listening
- Campus Resources
- Memory and Concentration
- Locate Reference Materials in Library
- Career Planning/Resources
- Communicate with Students and Instructor
- Ask Questions Appropriate to Discussion